

LEAGUE OF NATIONS

*How to make the League of Nations
known and to develop the Spirit of
International Co-operation*

RECOMMENDATIONS

BY THE

Sub-Committee of Experts, International Committee
on Intellectual Co-operation, League of Nations.

GENEVA 1927

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Publications of the League of Nations

XII.A. INTELLECTUAL CO-OPERATION

1927. XII. A. 9.

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THE SUB-COMMITTEE OF EXPERTS AND ITS WORK.

The question of interesting the younger generation in the ideals and aims of the League of Nations and of promoting contact between youth of different nationalities was first brought before the Assembly of the League at its fourth ordinary session, in 1923, when the following resolutions were adopted:

" I. The Assembly urges the Governments of the States Members to arrange that the children and youth in their respective countries where such teaching is not given be made aware of the existence and aims of the League of Nations and the terms of its Covenant."

" II. The Assembly, considering the importance of encouraging contact between the younger generations of different nationalities, invites the Governments of the States Members of the League of Nations to grant all possible facilities for travel by land or by water:

" (a) To groups of students at higher or secondary educational institutions;

" (b) To groups of Boy Scouts and Girl Guides belonging to a registered national association of any State Member of the League,

when such groups are travelling from the territory of one State Member of the League either through or to the territory of another State Member."

The 1924 Assembly followed up the work of the preceding Assembly by adopting the following resolutions:

" I. The Assembly, noting with satisfaction that a considerable number of States have replied favourably to the recommendations adopted last year that students should be provided with special travelling facilities, invites all the States: (a) to consider favourably applications from students' associations for measures to facilitate

interchanges of students; (b) to grant similar travelling facilities to duly qualified teachers and scholars going abroad in the interest of science; (c) to found scholarships for the purposes indicated in paragraphs (a) and (b)."

" II. The Assembly:

" Being convinced of the fundamental importance of familiarising young people throughout the world with the principles and work of the League of Nations, and of training the younger generation to regard international co-operation as the normal method of conducting world affairs;

" In view of the resolutions adopted by the Assembly at its fourth ordinary session regarding the encouragement of contact between young people of different nationalities and concerning the instruction of youth in the ideals of the League of Nations:

" Is of opinion that further steps should be taken to promote these objects;

" And therefore instructs the Secretariat to investigate the means by which efforts to promote contact and to educate the youth of all countries in the ideals of world peace and solidarity may be further developed and co-ordinated, and to furnish a report to the sixth ordinary session of the Assembly."

In execution of the last paragraph of the resolution of 1924, two reports (documents A.10 and A.10(a).1925) were prepared and submitted to the sixth ordinary session of the Assembly, which adopted the following resolution:

" The Assembly notes with satisfaction that most of the States Members of the League have acted on the resolutions adopted by the Assembly at its fifth ordinary session on the subject of the instruction of youth in the ideals of the League of Nations and the encouragement of contact between young people of different nationalities. It expresses its satisfaction with the report prepared by the Secretary-General on this subject and considers that the report should be regarded as a first stage.

" It therefore invites the Council:

" (a) To consider the possibility of requesting all States Members of the League of Nations and non-Member States to keep the Secretary-General informed of the progress made in their respective countries as

regards the various points mentioned in the report, and to forward to the Secretary-General all publications on this subject as soon as they appear.

“(b) To instruct the Secretary-General to collect the information mentioned above. This information should be communicated from time to time to States Members of the League and to other States interested in the question.

“(c) To forward the Secretary-General’s report, together with the proposals submitted by the Chilian, Haitian, Polish and Uruguayan delegations to the Committee on Intellectual Co-operation, and to request it to consider the possibility of summoning a sub-committee of experts to consider the best methods of co-ordinating all official and non-official efforts designed to familiarise young people throughout the world with the principles and work of the League of Nations and to train the younger generation to regard international co-operation as the normal method of conducting world affairs.”

On September 26th, 1925, the Council adopted a resolution in conformity with the decision of the Assembly. Subsequently, in January 1926, the Committee on Intellectual Co-operation decided to proceed with the work and submitted to the Council proposals in regard to the constitution of a committee of experts. The members were to be chosen for their experience in educational work or as officials of important education authorities. The Council of the League subsequently decided to constitute the Sub-Committee and appointed the following members, in consultation with the Chairman of the Committee on Intellectual Co-operation:

*Members of the Committee on Intellectual
Co-operation.*

1. Professor Gilbert MURRAY (British);
2. M. J. DESTREE (Belgian);
3. M. J. CASARES (Spanish).

Experts.

1. M. Luis A. BARALT (Cuban), Professor and author of works on pedagogy;

2. S. N. CHATURVEDI, M.A. (Indian), "Licentiate of Teaching" at the University of Allahabad, Director of a Secondary School at Lucknow, sent to England by his Government to study Western systems of education;
3. Madame DREYFUS-BARNEY (French), Vice-President of the Peace Section of the International Council of Women, Liaison Officer between the International Council of Women and the International Institute of Intellectual Co-operation;
4. Professor Giuseppe GALLAVRESI (Italian), Professor of History at the University of Milan, author of historical works and assessor for education at Milan;
5. Professor Bogdan GAVRILOVITCH (Serbian), former Rector of the University of Belgrade;
6. Professor C. KIRITZESCO (Roumanian), Director of Secondary Education at the Ministry of Education;
7. M. LAPIE (French), Rector of the University of Paris, former Director of Elementary Education¹;
8. Professor Peter MUNCH (Dane), author of several history manuals, former Minister, delegate of Denmark to the League of Nations;
9. Professor Inazo NITOE (Japanese), Professor at the Imperial University of Tokyo, former President of the First National College, Tokyo, Member of the Japanese Imperial Academy, Member of the House of Peers;
10. M. Arturo PARDO CORREA (Chilian), Assistant Professor of Pedagogy at the University of Santiago de Chile;
11. Professor Dr. SCHELLBERG (German), Counsellor at the Ministry of Education of Prussia.

Representing the International Labour Office.

M. EASTMAN, Chief of the Third Section of the Research Division.

¹ *Note by the Secretariat.* — After the death of M. Lapie, M. ROSSET, Director of Primary Education at the Ministry of Education of France, was appointed a member of the Sub-Committee.

*Representing the International Institute of
Intellectual Co-operation.*

Professor A. ZIMMERN, Deputy Director.

The Sub-Committee of Experts met in Geneva on August 3rd to 6th, 1926. It decided to issue a series of recommendations and provisional suggestions which would be completed and finally adopted at a subsequent meeting. These recommendations and suggestions are contained in document A.26.1926, which has been widely distributed. It has been issued in four English and two French editions.

Document A.26.1926 was submitted to the Council and the Assembly of the League for its information in September 1926. The resolutions then adopted read as follows:

“The Council instructs the Secretary-General to forward for information to the different Governments the recommendations and suggestions which the Sub-Committee of Experts on the Instruction of Youth has provisionally put forward. It is understood, however, that the final text of these recommendations will only be decided at a further meeting to be held in the summer of 1927, and that this text will then be forwarded in a report to the Committee on Intellectual Co-operation.”

“The Assembly, having considered in its Second Committee the report of the Sub-Committee of Experts on the instruction of children and youth in the aims and objects of the League of Nations, urges the Governments of the States Members of the League to give this report their sympathetic consideration and to take the measures necessary to give effect to all or any of its recommendations which may be found suitable for adoption in their respective countries.”

The document was subsequently forwarded to the States Members of the League and several reports on action taken by different Governments have since been received and presented to the Sub-Committee.

At its meeting, the Sub-Committee further decided to ask some 25 international associations interested in the question to give their opinion and suggestions with regard to the recommendations of the experts and their practical

application. It appointed a special Committee to study the replies received and to present a report. This special Committee, at its meeting held from March 23rd to 25th, 1927, in Paris, at the Institute of Intellectual Co-operation, had before it reports from some fifteen organisations. It decided to retain several of the suggestions made and has accordingly amended the original text.

At its second session, July 4th to 6th, 1927, the Sub-Committee of Experts discussed and approved these amendments. It decided, further, to group its final recommendations in a more rational manner.

RECOMMENDATIONS.

Secton I. — How to make the League of Nations known to Children and Young People

Instruction concerning the League of Nations, its creation, aims and activities, including the International Labour Organisation and the Permanent Court of International Justice and other supplementary organisations, will, in the vast majority of cases, necessarily be of an abstract character and far removed from the experience of the ordinary child or young person. It is therefore especially desirable that the teachers in charge of this instruction should be provided with all possible concrete aids to teaching.

The following recommendations are only intended for general guidance: they will necessarily be adapted to suit the special conditions of time and place under which they are applied.

SCHOOLS.

1. All children and young people should, before completing their formal education, receive instruction suitable to their stage of intellectual development, in the aims and achievements of the League of Nations and, generally speaking, in the development of international co-operation. In view of the important part played by women in forming the character of the young, care should be taken in those countries where the education of boys and girls is different to see that this instruction is given to girls as well as boys.

2. This instruction should begin in the primary school

and should be continued to as late a stage as possible in the general education of the pupil.

3. The exact place and time to be allotted to this instruction in the curriculum should be left to the decision of those normally responsible for such questions; but it should probably be correlated with the lessons in geography, history or civics or with moral instruction. The prominence given to various aspects of the work of the League and the International Labour Organisation will naturally vary according to the type of school.

4. Provision for this instruction should be made for those who leave the ordinary schools for special schools of all types — agricultural, technical, commercial, military or naval — so that it may be continued to as late a stage as possible.

5. As this instruction will be given by the regular teacher, special attention should be devoted to it in the training colleges, and questions on it should be set in training college examinations. Special courses should be organised for those teachers whose needs in this respect have not been met in the training colleges as well as for those who wish to study the subject further.

6. The teacher should, if possible, have at his disposal to help him in his work:

(a) Literature giving an account of the principles and history of the League of Nations and its work;

(b) Material for visual instruction (pictorial illustrations, *e.g.*, “ Images type Epinal ”, lantern slides, cinematograph films, etc.). The slides and films for purposes of instruction concerning the existence and aims of the League of Nations should be exempt from Customs duty. Governments might be asked to consider favourably the recommendations put forward by the International Cinematograph Congress of 1926;

(c) Reading matter for children of various ages.

7. The competent authorities might further encourage the study of this subject in schools of all types by the following methods, selecting those they considered suitable for their own circumstances:

(a) By providing facilities for teachers to attend courses of instruction at Geneva and elsewhere;

(b) By appointing every year a day or half-day on which, by suitable methods, definite ideas regarding the aims and achievements of the League would be impressed upon the minds of the pupils. This day might be made the occasion of a special celebration or even of a holiday, the reasons being explained by the teachers to the various classes;

(c) By instituting a competition open to the pupils in a particular school, district or country for the best essay on a subject connected with the League of Nations;

(d) By providing (1) in teachers' libraries literature giving information regarding the League, and (2) in school libraries and in the children's sections of the public libraries literature on the subject of the League suitable for the young;

(e) By facilitating the work of private associations among young people out of school hours;

(f) By arranging that, in examinations, questions on the League should be set whenever practicable;

(g) By establishing a section dealing with the League of Nations in all public collections and exhibitions of teaching material;

(h) By keeping in mind and utilising, as they develop, the educational possibilities of wireless telephony.

8. Educational institutions not under State control should be urged to carry out a scheme of instruction on the lines suggested in this document.

OTHER EDUCATION.

9. In Universities and similar institutions, the subject of the League of Nations and of international relations in general would be dealt with on a higher plane; in some cases the creation of special chairs might be anticipated.

It is in any case desirable: (1) that one or more special courses of at least six lectures, open to all students, should be organised in such institutions; (2) that University authorities should encourage the selection, as subjects for these, of problems connected with the League of Nations; (3) that the study of public international law should be made compulsory for all law students.

10. "Universities for the people", trades unions and co-operative societies, literary or debating societies, study circles, athletic and touring associations with an educational aim, Boy Scouts, Girl Guides and other youth associations should be asked to assist, where possible, in the instruction concerning the League of Nations.

11. Voluntary associations could help in giving this instruction by some or all of the following methods:

(a) By supplementing the activities of the competent educational authorities in the directions mentioned above;

(b) By arranging, in schools which so desire, lectures calculated to arouse interest among the pupils;

(c) By organising lectures and lessons on definite problems for members of youth organisations and junior branches of their own associations, or by organising discussions and debates in students' clubs or at vacation courses;

(d) By utilising the presence of foreign personalities, teachers or students, to organise with their assistance

lectures or discussions on questions relating to the League of Nations;

(e) By organising competitions with the object of promoting the study of special subjects connected with the League;

(f) By providing literature and visual aids (pictures, slides, films, etc.);

(g) By stimulating the interest of educational institutions which are not under State control, and providing them with the means of giving their pupils suitable instruction on the subject of the League;

(h) By encouraging amongst members of Universities the study of problems connected with the League;

(i) By stimulating the interest of the various organisations for adult education and helping them to study the work of the League;

(j) By accustoming young people to co-operate in the steps taken: (1) to assist a nation stricken by disaster, (2) to improve the health conditions of a country.

BOOKS.

12. A special reference book giving an account of the work of the League of Nations and the International Labour Organisation for the use of teachers should be prepared, which will probably assume a different form in various countries. The Secretary-General of the League of Nations should be asked to undertake, in co-operation with experts of his own choice, the preparation of that part of the reference book which deals with the organisation and aims of the League of Nations. In any case, all teachers who give this instruction should be provided with a copy of the Covenant and the "International Charter of Labour", with short explanations and a concise bibliography.

The Secretary-General might also be asked to examine the possibility of issuing periodical summaries specially prepared for the teaching profession and of forwarding them regularly to the leading educational reviews and journals and to educational authorities.

13. Scientific and learned societies, as well as authors and publishers of school-books, might be asked to see, in so far as the matter is within their province, that the League of Nations is given its due place. The history and work of the League should be treated adequately in all relevant text-books. It might be possible in some cases to reward meritorious action by means of honorary distinctions or prizes.

Those in charge of educational institutions should be asked to use their influence to ensure that text-books in general should not be written in such a way as to conflict with the spirit of mutual conciliation and co-operation. In this respect, history text-books should be the subject of particular care. It is desirable that, in every country, incitements to hatred of the foreigner should be eliminated and every effort made to arrive at a better comprehension of what one nation owes to another. The Casares proposal, adopted by the Committee on Intellectual Co-operation, provides the best method of correcting definite misstatements ¹.

¹ *Note by the Secretariat.* — The Casares proposal was adopted by the Committee on Intellectual Co-operation on July 29th, 1925. The resolution reads as follows:

"The Committee on Intellectual Co-operation, considering that one of the most effective methods of bringing about the intellectual *rapprochement* of peoples would be to delete or modify passages in school text-books of a nature to convey to the young wrong impressions leading to an essential misunderstanding of other countries;

"Being convinced that it will be unable to postpone for long the consideration of this problem, which has been brought before it since its creation in the form of suggestions both from its own members and from outside, and realising at the same time the difficulties which would attend any attempt to undertake an enterprise of this kind on a large scale;

"Requests the co-operation of the National Committees in trying, on a limited scale in the first instance, the following procedure, whose extreme

14. In order that teachers, authors and publishers and the general public may have access to the literature they need, every library of any importance should take in the League's publications and should contain the principal works dealing with it.

Section II. — How to develop the Spirit of International Co-operation among Children, Young People and their Teachers.

"To regard international co-operation as the normal method of conducting world affairs" implies far more than mere instruction in the history and work of the

elasticity seems of a nature to obviate any risk of wounding national susceptibilities:

"(a) When a National Committee thinks it desirable that a foreign text concerning its country and intended for use in schools should be amended for the reasons indicated in the present resolution, it shall make a request to this effect to the National Committee of the country where the text is in use, at the same time submitting, if necessary, a draft emendation on the desired lines, together with a brief statement of the reasons.

"(b) National Committees, on receiving a request of this kind, shall decide in the first instance whether the request should be accepted and shall then determine what representations of a friendly and private nature, if any, should be made to the authors or publishers with a view to the proposed emendation. If these representations are successful, the Committee shall notify the Committee making the application and the International Committee; if not, it shall not be obliged to give any explanation either of the reasons for its failure or of its own refusal to take action.

"(c) Requests for emendation shall refer exclusively to questions of definitely established fact regarding the geography or civilisation of a country, its material conditions of life, natural resources, customs of the inhabitants, scientific, artistic and economic development, contribution to international culture and the welfare of humanity, etc.

"It is strictly prohibited to make or accept applications for emendation referring to personal views of a moral, political or religious order.

"(d) All the National Committees will at the same time be requested to specify the publications most suitable for giving foreigners a knowledge of the history, civilisation and present position of their country."

League of Nations. The form of words adopted by the Assembly at its sixth ordinary session accepts the principle that co-operation is normal and strife abnormal in the life of civilised mankind and that in the world of to-day co-operation must be ever more widely extended.

Civilisation in all its principal manifestations is a record of co-operative effort from the family, the village and the workshop to the vastly more complex institutions of to-day. To imbue the child with a deep and lasting affection for its family and country remains to-day, as in former times, the first principle of sound education. But a true patriotism understands the patriotism of others; and a recognition of the necessity and omnipresence of co-operation, both within and without the State, must be emphasised in any education that is to fit young persons for modern life.

Such instruction cannot be carried out merely as a subject or part of a subject in the school curriculum. It must permeate all the child's surroundings. The influence of the home and the Church is here of enormous importance, but this subject lies beyond the competence of this Committee. For other influences outside the school, one may rely with confidence on such important organisations as those grouped in the Liaison Committee of the major international associations which meets at the Institute of Intellectual Co-operation. Our chief appeal, however, is to the teacher and to those responsible for his training.

The following recommendations indicate merely some practical methods that might be employed to assist in familiarising both teachers and pupils with the idea of international co-operation and in encouraging such contact, direct and indirect, as will in turn promote mutual knowledge and appreciation.

15. The following methods of promoting indirect contact — mainly during school terms — should be employed where circumstances and the age of the young persons, children or students concerned render them suitable:

(a) Children's games, the exhibition of suitable pictures and films, lectures, displays of foreign handicrafts, visits to historical and artistic museums.

(b) Fêtes and pageants, performances of music; in fact, all appeals to the artistic sense that will encourage a mutual knowledge of different civilisations and peoples.

(c) Inter-school correspondence carried on between classes or other homogeneous groups, under the supervision of qualified teachers or leaders. This kind of correspondence might include the exchange of pictures, photographs, postage stamps, examples of work and, generally speaking, any objects suitable for the purpose.

(d) Association of this inter-school correspondence, where possible, with the work in school and the exhibition of material thus collected.

(e) Translation of suitable foreign masterpieces, including national folk-tales and their publication in juvenile periodicals.

(f) Juvenile periodicals. Valuable results might be obtained at a conference where editors of the more important of these periodicals could discuss the possibilities of encouraging these contacts.

(g) Studies of different civilisations and the scientific and comparative study of present-day events.

(h) Any other methods suitable for the various countries, by which solidarity between children and students of different nations may be outwardly manifested, *e.g.*, a badge or certificate of international co-operation.

16. The following methods of encouraging direct contacts between young people would be valuable:

(a) Interchange of individual children between families.

(b) International camps for children and international holiday colonies.

(c) Group excursions under competent leaders.

(d) Congresses and other gatherings, as may be appropriate.

(e) Interchange of pupils between schools of different countries. Some co-ordination of the standards of school-work in different countries might greatly facilitate these exchanges. Governments should be urged to examine this question without delay.

(f) Vacation courses.

17. Governments and voluntary associations should apply themselves to the task of promoting direct contacts for the benefit of the student, young teacher and professor.

These contacts might take the form of travel abroad, of attendance at vacation courses, residence at foreign Universities or special institutions designed to provide training for international careers, or actual teaching work in other countries.

18. Governments should be approached with a view to obtaining all possible travelling facilities, passports, visas, reduced fares, and to ensuring that those concerned derive the utmost benefit from their visits to foreign countries. The different means of subsidising these visits and exchanges should be studied.

Section III. — Administrative Machinery.

19. In order to adapt these general recommendations to the particular needs of each country and to ensure the harmonious co-operation between the administrative authorities, teachers and voluntary associations, a national conference should be called in each country by the Government, in consultation, as far as possible, with the National Committees on Intellectual Co-operation.

20. Reports of national conferences should be sent

without delay to the Secretary-General of the League for communication to the States Members for their information.

21. An official centre should be established where information concerning the progress of the work covered by these recommendations would be available. (This office might have two sections, one established at Geneva, at the Secretariat of the International Committee on Intellectual Co-operation, the other in Paris, at the Institute of Intellectual Co-operation; the former would deal more especially with the action taken by Governments and official organisations, while the latter would keep in touch with the activities of private associations. In view of the existence of the University Relations Section, the Institute might be entrusted with the collecting of information on institutions and methods for conducting interchanges.)

22. The question of the establishment of a corps of international lecturers should be further considered.

In countries where geographical or other considerations render League instruction peculiarly difficult, special assistance may be necessary for the teachers both in schools and training colleges, etc., and for those who are engaged in adult education.

The Secretary-General should therefore be requested forthwith to consider the possibility of taking steps to provide this special assistance, *e.g.* :

(a) By supplying travelling lecturers possessing knowledge of the special conditions of the country, of education and of the League of Nations;

(b) And by establishing bureaux, centres or correspondents in connection with the competent sections of the League organisation.

23. The work of the Sub-Committee of Experts should be continued, so that progress may be reviewed and possibilities of further action considered.

24. National Committees on Intellectual Co-operation should consider the question of giving wider publicity to these recommendations by translating them, if necessary, into their own language and by adding to the text a commentary explaining their application to the special circumstances of the country in question.

COMMENTARY OF THE RAPPORTEUR

Document A.26.1926, in which the first resolutions of the Sub-Committee of Experts were embodied, has caused keen interest and been widely distributed.

It was only intended as a temporary document, the Sub-Committee having decided not to adopt a final text until they had received and examined replies from Governments and authorised opinions of the great international associations.

The special Committee of the Sub-Committee, at its meeting in Paris, was glad to note that its recommendations and suggestions had provoked no criticism. The reports received only contained suggestions for supplementing or extending the proposed recommendations, and the Special Committee and, subsequently, the Sub-Committee of Experts, at its last session, made use of these suggestions to improve the original text. Most of these amendments need no commentary. The Committee, however, desires its Rapporteur to direct attention to the following points:

I. TITLE.

The work of the Sub-Committee was carried on under the title of Sub-Committee of Experts for the Instruction of Children and Youth in the Existence and Aims of the League of Nations. This title could, with advantage, be shortened. The words "of Children and Youth" seem redundant, since instruction is in almost every conceivable instance chiefly intended for children and youth. The words "the Existence and Aims" also seem superfluous, especially as they seem to exclude the words "organisation and activity" of the League of Nations, which should not be omitted.

Finally—and this is the most important point—this title, in spite of its length, is incomplete, and unfortunately

obscures what is, perhaps, the most vital part of the mission entrusted to the Committee, namely, "how to train the younger generation to regard international co-operation as the normal method of conducting world affairs". If the result of its work is to be published, the Sub-Committee would like it to appear under a more correct title, and I propose the following: "*How to make the League of Nations known and to develop the spirit of international co-operation*". On the other hand, if the Sub-Committee is to continue its work, it would be desirable to change its title, so as to express more adequately the task originally entrusted to it.

II. NEED FOR CONCORDANCE BETWEEN SCHOOL INSTRUCTION AND HOME AND RELIGIOUS INSTRUCTION.

Thus defined, the problem involves, in the first place, instruction in schools of every kind; but there it does not end. Efforts must be made to combine, as far as possible, the ideas acquired at school with those which the child obtains in its home circle or religious environment. The impressions which the child derives from the constant companionship of its parents or from the fulfilment of its religious duties are so vivid and penetrate so deeply that it would be almost a waste of time to rely solely on the teaching given at school.

The Sub-Committee realises that it is almost impossible, on these delicate points, to make any suggestions to Governments or to private associations; but it felt that this aspect of the problem should not be passed over in silence.

III. GENERAL OBSERVATION.

The Sub-Committee confirmed its previous explicit statements in document A.26.1926. The recommendations formulated therein were as definite and detailed as it seemed possible to make them; but they are not absolute. In considering not one particular country but the whole world, with its medley of nations each with its own laws, organisation, traditions and customs, we cannot expect

to lay down rules; we can only offer certain suggestions which may be modified and adapted, in their application, according to the place or circumstances in which it is sought to put them into effect.

In one place some suggestion or other may seem to be superfluous, in another impossible to apply, and in a third capable of further modification. The Sub-Committee feels that it should be left to the good will of those concerned to suit its recommendations to circumstances, with complete freedom to modify them where necessary.

A case in point in which modification would be absolutely necessary and quite feasible is that of lessons adapted to the intellectual level of the person or persons receiving them. It would, for instance, be necessary to present the League of Nations in a different manner to primary-school children, University students, a working-class or peasant audience, or an audience of politicians.

The fact that teachers must adapt their lessons to their audience is so obvious that the Sub-Committee has thought it unnecessary to insist on the point or refer to it more than once. It relies on the teaching profession to see that its recommendations are understood and applied in conformity with this general observation.

IV. VITAL IMPORTANCE OF INSTRUCTION IN PRIMARY SCHOOLS.

The Sub-Committee, at its first meeting, unanimously decided that it was indispensable for instruction in the existence and aims of the League of Nations to begin, for girls and boys, in the primary school. The Special Committee confirmed this resolution at its meeting at Paris. It does not mean—for such a meaning would be too open to criticism—that this subject should be taught along with reading, writing and arithmetic; but it does hold that, as soon as a child possesses this elementary knowledge, it would be perfectly possible, when giving lessons in geography, history or civics, to speak to the child of the existence of the League and briefly suggest its ideals of peace and fraternity among nations.

Such action is necessary, not merely because the child is extremely impressionable at this early age, but because

instruction in primary schools is the only kind which the great mass of children receive. If it is important to reach the cultivated classes, it is none the less important to create among the population as a whole a current of opinion favourable to the League. The League will never be really strong until it has the support not only of Governments, but of the people.

V. AFTER THE PRIMARY SCHOOL.

After the primary school, our thoughts turn naturally to instruction in secondary or higher grade schools. Many children, however, and especially those who have to earn their living at an early age, never enter secondary schools, or leave them prematurely under the pressure of economic needs. These children must not be neglected. Persons in charge of technical and trade schools and agricultural institutes (by whatever name they may be known in the various countries) should be asked to include in their curriculum, in the manner they deem most suitable, information about the League of Nations. Such schools or institutes would doubtless be specially interested in the International Labour Office and the services which this Office has rendered or may in future render to the world of workers.

VI. THE PRINCIPLES OF SUCH TEACHING.

It is hardly necessary to point out that a spirit of international co-operation is in no way opposed to patriotism. The Sub-Committee of Experts, however, in order to avoid all misunderstanding on the subject, has decided to signify its approval of the declaration made by the Liaison Committee of the major international organisations:

“ To imbue the child with a deep and lasting affection for its natural environment; that is to say, for its family and country—such is to-day, as in former times, the first principle of sound education.

“ It is an ever-present necessity which is to-day even more pronounced after the great disaster which has

shaken the whole of humanity, broken so many former links, and left behind it so much spiritual as well as material disorder.

"The child as a future citizen should be brought up, for the sake of its own mental balance and for the general good, to appreciate its duty and learn that it must manfully fulfil all its obligations towards family, comrades, village, town and State. It should further be taught that this essential solidarity must not and cannot end at the frontiers of each State: between nations, as between members of a society, there exist common rights and duties; at the same time countries are, in actual fact, becoming more and more inter-dependent.

"The child must learn that civilisation has been, and still is, the common work of all peoples, even of those who, as history shows, have been brought most forcibly face to face; that it is this common bond—and the desire to maintain it and to strengthen it in spite of inevitable differences of opinion—which has led to the creation of the League of Nations."

VII. METHODS OF IMPARTING THIS KNOWLEDGE.

The efficacy of authoritative instruction intended to cultivate the memory cannot be disregarded, but it should be supplemented by instruction of which the object is to stimulate the pupil's power of initiative and to develop his imaginative and emotional faculties. Methods which make the child an active factor in society are preferable to those which merely assign to him a passive rôle.

Any means which would enable the child to see or to come into touch with realities might be used to supplement the words of the teacher and the text-books in order to stimulate his curiosity and intellectual activity. Liberal use should be made of pictures, lantern slides, films and games. A lecture by a qualified stranger would excite the imagination of the child; in addition, the possibilities offered by wireless telephony should be utilised to the full.

The teacher, therefore, should have at his disposal all these adjuncts to education. Hence it is apparent that an international information centre, with exhibitions,

libraries and films, is needed in order to provide all concerned with information on the most modern and effective methods of instruction.

In order to encourage the use of films in teaching, facilities as regards the exemption of educational films from Customs duties would be highly desirable.

VIII. INSTRUCTION IN SECONDARY SCHOOLS.

A somewhat fuller programme might be adopted here. The League of Nations might be made the subject either of lessons or of home-work, or of occasional special instruction. Methods of organising and encouraging this instruction would depend on local circumstances. The recommendations set forth in document A.26.1926 need no commentary.

IX. AFTER INSTRUCTION IN SECONDARY SCHOOLS.

Those who receive no further instruction than that given in secondary schools would, if their interest in the subject had been really roused, already be sufficiently informed to keep themselves up to date on everything connected with the League of Nations by reading or by attending lectures. Others who intend to follow the liberal professions will go to the University. Others, again, may enter special commercial, colonial, military or naval schools, etc. Students at those special schools should not be overlooked, and persons in charge of such schools, whether State-owned or private, should work for the League of Nations in the same way as University teachers or professors.

X. AT THE UNIVERSITY.

The possibilities which instruction in Universities offers are so varied that the Sub-Committee does not propose any hard-and-fast plan. This instruction should not aim merely at imparting knowledge with regard to the League of Nations; efforts should be made in a more general way

to create and to develop a spirit of international co-operation. The study of various civilisations, the appreciation of the amount which each nation has contributed to the common wealth of humanity, knowledge of foreign languages and literature, music and other arts, travel, meetings or exchanges of students and professors—all these would serve the cause. The Sub-Committee desires to emphasise the importance of travel facilities granted to professors, students and young people's organisations¹.

But it is perhaps a realisation of the interdependence of economic phenomena that brings most forcefully home to the student the value of international co-operation. Since the solution of economic problems depends so largely on a well-informed public opinion, it would seem to be desirable to emphasise the great importance of this point.

XI. TRAINING OF TEACHERS.

The importance of training teachers and professors cannot be over-emphasised. It is perhaps in the colleges where most of the teachers for primary instruction are trained that the maximum effort should be made and maintained. If each of these student-teachers could be imbued at the training college with the conviction that international co-operation is the normal method of conducting world affairs, the fire of idealistic enthusiasm thus kindled would enlighten and inspire generations of children and thousands of citizens. The League of Nations cannot pay too much attention to these modest but indispensable helpers.

The important part played in this respect by international teachers' associations should be emphasised.

XII. SCHOOL BOOKS.

One of the most frequently expressed desires is that school books and manuals, and especially historical text-books,

¹ *Note by the Rapporteur.* — Travel in groups may be of great utility when those in charge, desiring to develop the spirit of international co-operation, try to show not only the outward features of the country visited, but also its general character, customs and institutions — everything which throws a light on the life and spirit of its inhabitants.

should be revised. The latter are often written in such a way as to exalt the writer's native country, which is most praiseworthy, but at the same time to inculcate hatred of foreigners, which is most regrettable.

This revision is obviously much to be desired, but is an extremely delicate question. Any interference by the League, even if it took the form of mere advice, in methods of writing national history might immediately provoke violent protestations from the country concerned and such a procedure could not for a moment be contemplated.

The initiative taken by M. Casares, of the International Committee on Intellectual Co-operation, received the Sub-Committee's full approval. His plan was to request the National Committee on Intellectual Co-operation courteously to inform the National Committee of the country concerned whenever an obviously unjust expression or inaccurate statement occurred in a history text-book; thus, in intellectual circles which are imbued with the same spirit, an understanding could be reached.

This procedure is slow and would require delicate handling, and National Committees are not set up or working in every country. It seems as if this excellent plan could only begin to function in the future.

In the meantime, the Sub-Committee relies more on the salutary influence which persons or associations animated by a spirit of international co-operation can bring to bear in the matter of books used in the school-rooms of their respective countries.

XIII. LIBRARIES.

Libraries are a necessary adjunct to all teaching. It would appear, therefore, that teachers and students and, in general, any persons desirous of promoting the spirit of international co-operation should be afforded facilities for procuring documents from the university or popular library to which they ordinarily have recourse.

To assist librarians in purchasing suitable books, a bibliography on the League of Nations should be prepared; the reader could then select the work which appeared to him to be of particular interest.

Librarians have complained of the obscurity of the classification of the League publications and the ensuing difficulties of choosing among them those of general interest. The Sub-Committee has decided to bring these criticisms to the notice of the competent services of the Secretariat.

Although Governments and associations can be expected to give their attention to this question of libraries, it must be pointed out that private initiative is particularly effective in this field. If the innumerable members of international associations were continually to ask their town libraries to supply League publications or works regarding the League, librarians would soon procure them.

XIV. THE INTERNATIONAL SPIRIT.

In the second place, the Sub-Committee of Experts was asked for its opinion as to the best methods of training the younger generation to regard international co-operation as the normal method of conducting world affairs.

The very statement of the problem indicates how vast a field it covers. Volumes could be written on the subject and a detailed survey given of the work of the International Committee on Intellectual Co-operation and the Institute.

The Sub-Committee has made a modest attempt to sketch the outline of the question. It realises, however, that these recommendations will be almost useless if they are to be merely ephemeral and if there is not some organisation which has to see that they are carried into effect. It is mainly for this reason that a permanent centre of information seems essential.

XV. THE TEACHERS AND THEIR TRAINING.

It is principally upon the teaching staff, from the elementary school teacher to the University professor, that we must rely to create in the minds of the young a sympathetic attitude towards international co-operation.

The teacher in the schools has therefore an important part to play and a heavy responsibility to bear in building up the world of to-morrow. For that reason, the choice

of the teaching staff in training colleges is perhaps the most important point in any future plan. In the field in which we are working, the best method is to raise the intellectual level of the potential teachers and to arouse in them an enthusiasm for the settlement of the affairs of the world by free agreement among nations.

XVI. CONCLUSIONS.

The Sub-Committee expressed the hope that Governments and associations will, if they approve its work, be guided by its recommendations.

Before dispersing, the Sub-Committee of Experts feels bound to point out to the International Committee on Intellectual Co-operation and to the Council and the Assembly of the League that its work would be left incomplete if it were not followed up by practical executive arrangements.

The Sub-Committee therefore thinks it absolutely essential that an Educational Information Centre should be established in the League, to be responsible for the practical application of the recommendations and suggestions made by the Sub-Committee of Experts for the Instruction of Youth in the Existence and Aims of the League of Nations, and to accustom the public to look upon international co-operation as the normal method of conducting world affairs.

This office, which should be a small one, should be established at Geneva, in the Secretariat of the International Committee on Intellectual Co-operation and at the same time at Paris in the International Institute of Intellectual Co-operation.

The Sub-Committee consequently asks the International Committee on Intellectual Co-operation to be good enough to submit to the Council and Assembly the following proposals:

(a) To authorise the creation of a League of Nations Educational Information Centre;

(b) To authorise the Sub-Committee (or a similar organ of the International Committee on Intellectual Co-operation) to meet every two or three years to

examine reports sent in by Governments, National Committees on Intellectual Co-operation and international associations, in order to take note of the practical results of its recommendations and possibly to supplement them in the light of experience;

(c) To authorise the International Committee on Intellectual Co-operation, in consultation with the Secretariat and in concert with the Governments concerned, to appoint yearly, and for each of the great world-languages, a permanent lecturer and adviser who should be well informed on everything connected with the League. This lecturer should remain, in countries where this seems most necessary, at the disposal of the teaching staff and, in general, any associations or groups desirous of promoting a spirit of international co-operation, and should encourage the practical application of the Sub-Committee's recommendations.

RESOLUTIONS ADOPTED IN REGARD TO THE RECOMMENDATIONS OF THE SUB-COMMITTEE OF EXPERTS

The recommendations, together with M. Destrée's report, were presented to the International Committee on Intellectual Co-operation at its ninth session, on July 26th 1927. The Committee unanimously adopted the report and decided to endorse the conclusions contained therein. Accordingly, the Committee forwarded to the Council and the Assembly of the League the following proposals:

" (a) To authorise the creation of a League of Nations Educational Information Centre at the Secretariat of the League of Nations and at the International Institute of Intellectual Co-operation;

" (b) To authorise the Sub-Committee (or a similar organ of the International Committee on Intellectual Co-operation) to meet every two or three years to examine reports sent in by Governments, National Committees on Intellectual Co-operation and international associations, in order to take note of the practical results of its recommendations and possibly to supplement them in the light of experience;

" (c) To authorise the International Committee on Intellectual Co-operation, in consultation with the Secretariat and in concert with the Governments concerned, to appoint yearly and for each of the great world-languages, a permanent lecturer and adviser who should be well informed on everything connected with the League. This lecturer should remain, in countries where this seems most necessary, at the disposal of the teaching staff and, in general, of any associations or groups desirous of promoting a spirit of international co-operation, and should encourage the practical application of the Sub-Committee's recommendations and suggestions. "

The work of the Committee on Intellectual Co-operation was dealt with by the Council on September 2nd, 1927, and the

passage of the resolution then adopted with regard to the work of the Experts reads:

" In forwarding the Committee's Report to the Assembly, the Council desires to draw special attention to the recommendations of the Sub-Committee of Experts on the Instruction of Youth in the Existence and Aims of the League of Nations. In view of the interest which the Assembly has always displayed in this question, the Council considers that, before any decision is reached, the Assembly should be given an opportunity of expressing its views as to the action to be taken on these recommendations. "

Finally, on September 22nd, the Assembly adopted the following resolution, which lays down the general principles for continued action:

" The Assembly has noted the remarkable report presented by M. Jules Destrée on behalf of the Sub-Committee of Experts for the Instruction of Children and Youth in the Existence and Aims of the League of Nations. It approves the recommendations made by the experts, and instructs the Secretary-General to communicate them to the Governments of the States Members of the League of Nations, requesting them, so far as may be possible in each particular case, to take the necessary measures to give effect to the recommendations. The Assembly approves the creation of a League of Nations Educational Information Centre under the conditions laid down by the Sub-Committee of Experts. It decides that the Sub-Committee of Experts shall continue its work on the lines suggested by the French Delegate in his report approved by the Council at its meeting of September 2nd, 1927. "

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ACTION TAKEN IN EXECUTION OF THE PROVISIONAL RECOMMENDATIONS AND SUGGESTIONS OF THE SUB-COMMITTEE OF EXPERTS.

The Sub-Committee of Experts has thought it right to include in this publication some examples of work already done in different countries in carrying out its recommendations. Accordingly, the reports received between the first and second sessions of the Sub-Committee from various Governments are reproduced here. Moreover, several of the members of the Sub-Committee have presented reports on the work carried out in their respective countries in the course of the year 1926-27. Two such reports were submitted in the name of the National Committee on Intellectual Co-operation of the country. The Secretariat has also received through a member of the Committee on Intellectual Co-operation information concerning the work for promoting international understanding carried on under the auspices of the "Norden" Associations in five countries.

This information is by no means complete and should not be regarded as final. It is intended to serve as an example of what has been found useful in different circumstances. It will be completed in subsequent publications when more material is available.

REPORTS BY GOVERNMENTS.

Replies have been received from the following Governments to the Secretary-General's circular letter of October 1926 forwarding document A.26.1926: Argentine, Australia, Belgium, Cuba, Estonia, Greece, Guatemala, the Irish Free State, Liberia, Lithuania, New Zealand, Roumania, Salvador, the Kingdom of the Serbs, Croats and Slovenes, Siam and Venezuela¹.

In the following, mere acknowledgments of receipt have been excluded.

¹ *Note by the Secretariat.* — The previous reports of the Governments on action taken in the field of instruction of youth have been published in the documents of the Secretariat — A. 10. 1925., A. 10 (a) 1925, and A. 15. 1926.

Australia (March 1st, 1927).

The Council of Public Education of Victoria has forwarded to this Department the following resolution, passed at its latest meeting:

“ That, in view of the importance of the League of Nations as the great hope of the world for ending war and realising the ideal of human brotherhood, it is desirable to enlist the enthusiastic support of the younger generation in the work and aims of the League. The Council therefore recommends that opportunity should often be taken to interest the pupils of our schools in the doings of the League of Nations, and suggests as means to this end the giving of addresses from time to time to the boys and girls, well-informed articles in *The School Paper*, and the offer of prizes for essays on the League. ”

To this was added the request that the Department ask the Committee on Intellectual Co-operation for any available literature on the subject of the League of Nations.

As will be seen in the summary which follows, much has already been done in this State to interest and inform its young people concerning the aims of the League and the need for a world peace. It is hoped to add to this as more information is available.

History and Civics.

The curriculum in history and civics from Grade III upwards in the State elementary schools requires attention to be given to the history of the war, and the treatment by the teachers makes prominent the need of putting forth every effort to preserve peace among the nations.

In schools above the elementary, the prescriptions in history require a certain amount of Dr. Ellis's "Australia and the League of Nations" to be studied year after year as the pupils pass from form to form. Portions of the whole of this book, which has been revised and contains an outline of the Locarno Pact, are prescribed for scholarship and public examinations.

Articles and Poems in The School Paper.

In the year of the Peace Conference (1919), the attention of the pupils in all our primary and post-primary schools was drawn in the pages of *The School Paper* to the League and its work (June 1919, August 1919) and an illustrated article appeared in the paper for December, 1921. Similar articles have appeared each year.

During 1926, the aim has been to bring before the children the ideals of world brotherhood. In some, reference has been made to the League of Nations. It has been considered more important to bring about a desire for friendly relations between nations than merely to give facts about the League. The machinery of the League might fail, but, if the underlying ideal is inculcated in the minds of the young, a better and more lasting scheme of international relationship will succeed.

The following poems and articles of this nature have appeared during 1926:

Grades III and IV	" Foreign Children " (April).
	" Anzac Day and the Dawn of World Peace " (April).
Grades V and VI	" Friendly Enemies " (July).
Grades VII and VIII	" Junior Red Cross " (February).
	" What constitutes a State " (May).
	" I dreamed " (November).
	" Christmas in many Lands " (December).
	" The Man that made a Language " (December).

Prizes for Essays.

The Melbourne Peace Society offers prizes for competition on the subject of international relations.

An " International Peace Scholarship " is awarded annually after a competitive examination, and in addition, candidates must obtain a least 60 per cent of the possible marks for an essay on some subject of international peace.

Correspondence with Children of other Countries.

Letters from children of other countries are forwarded to the Education Department and are judiciously distributed through the inspectors to promising children. In addition, a plan has been set afoot by an outside organisation, and approved by the Department, for an exchange of Christmas greetings between children of Japan and children of Victoria.

I shall be glad if you can arrange to meet the desires of the Council of Public Education and have this Department supplied with any publications issued by the League.

(Signed) A. J. PEACOCK,
Minister of Public Instruction.

Belgium (March 10th, 1927).

In my letter No. 1-6-815 of June 17th, 1926, I had the honour to lay before you information concerning the progress made in Belgium in the instruction of youth in the existence and aims of the League of Nations and the promotion of contact between young people of different nationalities.

Since then the curricula for secondary schools and training colleges have been revised; instruction concerning the League and its activities is included in the programme of class III in secondary schools and classes IV and II in the Royal "Athénées"; it is also included in the ethics course in secondary schools.

Measures continue to be taken to promote direct or indirect contact between young people of different nationalities. The Department of Arts and Science is engaged in perfecting the organisation for correspondence with young people in foreign countries.

This Department is also dealing with the question of exchanges of students and the equivalence of academic qualifications and diplomas. A draft law now before the Legislative Chambers concerning university studies contains provisions according to which studies carried out abroad, under certain conditions, will be regarded as equivalent to studies carried out in Belgium.

The Public Libraries Department proposes to subscribe, as far as its funds permit, for copies of important works published on the League of Nations.

The Belgian Government will continue to follow with the greatest interest the efforts of the Secretariat of the League and the International Institute of Intellectual Co-operation to promote the practical application of the suggestions adopted by the Assembly of the League.

For the Minister:

(Signed) VAN LANGENHOVE,
Chief of Cabinet.

Cuba (December 14th, 1926).

I have the honour to acknowledge the receipt of your letter C.L.119.1926.XII communicating to the Secretary of State the resolution adopted by the last Assembly regarding the recommendations contained in the report of the Committee of Experts on the instruction of young people in the aims of the League of Nations.

The Secretary of State has read this resolution with great interest and has transmitted a copy of the Experts' report to the National Committee on Intellectual Co-operation for such action as may be necessary.

(Signed) Miguel Angel CAMPE,
Under-Secretary of State.

Estonia (December 9th, 1926).

With reference to your letter C.L.119.1926.XII of October 8th, 1926, in which you were good enough to remind me of the resolutions adopted by the Council and Assembly of the League of Nations concerning the instruction of young people in the existence and aims of the League, I have the honour to inform you of the steps taken by the Estonian authorities to give effect to the Sub-Committee's recommendations.

DIRECT OFFICIAL METHODS.

Recommendations 1 to 5, 9 to 11. — Special chapters on the League of Nations, duly revised by the Ministry of Education, have been included in the history and civics class-books used in primary and secondary schools. Consequently, as primary education is compulsory for both sexes, all children and young people receive appropriate instruction regarding the existence and aims of the League before completing their general education.

Recommendation 6. — A book for university students and schoolmasters will shortly be published by the Estonian League of Nations Association with the assistance of the Estonian Government. This book will contain the fullest information regarding the League of Nations.

Recommendation 8. — Special schools, such as continuation schools (seventh and eighth primary-school classes), technical and agricultural schools, etc., only admit pupils who have completed the six-years course in a primary school. Every pupil therefore already possesses some knowledge regarding the League of Nations. These special schools, which include history and civics in their curriculum, devote particular attention to the study of the League of Nations.

OTHER MEASURES WHICH THE EDUCATION AUTHORITIES
ARE RECOMMENDED TO ADOPT.

Recommendation 13. — (a) The Ministry of Education warmly supports the idea of instituting scholarships for schoolmasters so that they may visit Geneva before and during the annual Assemblies and follow the work of the League. Owing to lack of funds, however, the Ministry has been obliged to defer such action for the present, though it hopes that at some future date the necessary sums will be available.

(b) The Ministry of Education is of opinion that instruction regarding the League of Nations might be given each year on Armistice Day (November 11th). The Ministry will take the necessary steps for this purpose.

(c) The Ministry of Education is prepared to organise a national competition for secondary-school children on subjects connected with the League of Nations.

(d) The Ministry of Education recommends public libraries, school libraries and schoolmasters to purchase the pamphlets and books on the League published by the Secretariat, and particularly the book which will shortly be issued by the Estonian League of Nations Association.

Recommendation 15. — Problems connected with the League of Nations and the Permanent Court of International Justice are fully dealt with in the International Law Course at the University of Tartu. Several important lectures on the organisation and work of the League have been given in the large hall of the University by members of the Estonian Delegation to the Assembly or by distinguished foreigners.

The University prize essays include two on the League of Nations, which were published on December 1st last, the University's "Anniversary Day". The subjects were: "The Problem of Security under the Covenant, and the activities of the League" and "The Advisory Opinions of the Permanent Court of International Justice". Prizes were awarded to the authors of the two best essays by the Tartu section of the Estonian League of Nations Association.

The non-official methods recommended have been communicated to the Estonian League of Nations associations and all similar bodies. I will send you detailed information on this point later, particularly with regard to recommendations 13 to 15, to which I have not referred in my present letter.

p.p. the Minister:

(Signed) SCHMIDT,
Director of Political Affairs.

Lithuania (December 22nd, 1926).

With reference to your circular letter C.L.119.1926.XII of October 8th, 1926, concerning the instruction of children and young people in the existence and aims of the League of Nations, I have the honour to inform you that the Lithuanian Government entirely approves the recommendations of the Sub-Committee of Experts, and is taking action in the matter. It proposes:

- (1) To prepare a pamphlet on the League of Nations for all primary schools in the country;
- (2) To instruct headmasters and all teachers to refer in their history lessons to the work and aims of the League of Nations;
- (3) To invite professors of the University of Kovno and the professors of the People's Universities to give lectures on the League of Nations;
- (4) To avail itself of all other means of acquainting young people with the spirit of the Covenant.

(Signed) SAKALAUSKAS,
Secretary.

New Zealand (March 15th, 1927).

I have the honour to acknowledge receipt of your letter of October 9th last bringing under the notice of the Government of this Dominion the desire of the Council of the League of Nations that the aims and objects of the League should be included in the instruction of the children and youth of the various countries constituting the League.

This movement has already had the hearty support of the Education Department and articles have been from time to time inserted both in the *School Journal*, which is the official reading-book for all the children of the Dominion, and in the *Education Gazette*, which circulates monthly to all teachers. Copies of these publications in which reference was made to the League of Nations last year are enclosed for your information.

(Signed) R. A. WRIGHT,
For the Prime Minister.

Roumania (January 11th, 1927).

I have the honour to inform you that, as a further mark of its unshakable faith in the League of Nations, the Royal Government has decided that instruction shall be given regarding the aims, methods and future of the League throughout the whole Kingdom.

Feeling sure that this additional proof of Roumania's peaceful sentiments will be duly appreciated by all who believe in the League of Nations, I would request you to be good enough to communicate the above to the Council.

(Signed) N. P. COMNÈNE,
Roumanian Minister.

Salvador (November 29th, 1926).

I have the honour to acknowledge the receipt of your letter (C.L.119.XII) and its annex concerning the recommendations of the Sub-Committee of Experts for the Instruction of Young People in the Existence and Aims of the League of Nations.

The Ministry for Foreign Affairs has already transmitted copies of these recommendations to the Department of Education, in order that the latter may consider the question of their application in the schools.

(Signed) R. Arrieta Rossi.

Kingdom of the Serbs, Croats and Slovenes (December 7th, 1926).

Having received from M. B. Gavrilovitch, a member of the Sub-Committee of Experts, a statement on the work and important recommendations of this Sub-Committee for the Instruction of Children and Young People in the Existence and Aims of the League of Nations, I have the honour to inform you that I have taken the necessary steps to give effect to these recommendations.

In order that I may receive official information on the subject, I have forwarded the Sub-Committee's recommendations to the Supreme Board of Education.

As soon as I have this information, I shall take steps to include instruction regarding the existence and aims of the League in the curricula of primary and secondary schools and training colleges.

(Signed) N. TRIFUNOVITCH,
Minister of Education.

Siam (February 1st, 1927).

I have the honour to inform you that I have duly transmitted the contents of your letter, as well as the text of the recommendations and suggestions, to the Ministry of Education here for their consideration and am asked to say that all practicable measures have been taken along the lines of the recommendations and suggestions in question.

Besides the information in connection with this matter already supplied you in my previous letter of September 1st, 1925, inter-scholar correspondence is being carried on on a wide scale and the Siamese Boy Scouts have taken part in the International Boy Scouts Conference in Denmark, and some of them were also sent to take part in the reunion of Boy Scouts of the world in Switzerland.

(Signed) TRAILOS,
Minister for Foreign Affairs.

REPORTS RECEIVED FROM NATIONAL COMMITTEES ON INTELLECTUAL CO-OPERATION

BELGIUM.

REPORT BY THE SECRETARY OF THE BELGIAN NATIONAL
COMMITTEE, PRESENTED BY M. DESTREE.

[*Translation.*]

The Belgian National Committee examined the suggestions and recommendations contained in document A.26.1926.XII by the Sub-Committee of Experts, which met to consider how the instruction of youth in the aims and work of the League of Nations could best be promoted in various countries, and stated that it fully agreed with this report.

It considered that, on the theoretical side, it was not possible to extend the study of the question any further. At the present stage, an examination and periodical comparison of results seemed to the Committee the most appropriate action to take.

To this end the Commission thought it advisable to draw up the present report showing what had been done in Belgium. If this example were followed, it would be possible to ascertain how far each country has understood and applied document A.26.1926 and, consequently, to form an estimate of what remains to be done, and to direct attention to the measures which, in certain places, have given such excellent results.

With a view to assisting the Sub-Committee of Experts in making a critical study of the reports and to allowing it to compare the work done in Belgium with that of other countries, the National Committee divided its report into two parts:

- (1) Government action;
- (2) Private action,

and in each of these parts it has considered:

a. The steps taken by the Government and by official organisations to make the younger generation acquainted with the work of the League of Nations and to spread the idea of international co-operation and to facilitate and encourage relations between young people of different nationality.

b. The methods adopted.

1. Government Action.

A. ACTION TAKEN.

I. *Elementary and Secondary Schools and Training Colleges*¹.

Since June 1926, the programme for courses in secondary schools and training colleges has been revised and some information about the League of Nations and its work has been officially inserted in the curriculum of the third class in the secondary schools, and of the fourth and second classes in the Athénées royaux; it also appears in the curriculum of moral education in training colleges.

II. *Higher Education*¹.

The questions of the interchange of students and of the equivalence of school certificates and diplomas have also received the attention of the Government. A Bill was introduced into the Legislative Chamber regarding university courses, providing for certain courses taken abroad to be considered as equivalent to courses taken in Belgium.

B. METHODS ADOPTED.

I. *Programmes of Courses — Bibliographical Information.*

Programmes of courses have been forwarded by the Minister to the teaching staff in elementary and secondary schools and training colleges, together with bibliographical information, including a list of the principal publications of the Information Section of the League of Nations (see Ministerial circular of April 10th, 1926, from the Ministry of Science and Arts).

¹ *Note by the Secretariat:* The action taken in this respect has already been described in detail in Secretariat Reports Nos. A. 10. 1925 and A. 15. 1926, to which reference may be made.

In various faculties of the four universities general courses of lectures specially adapted for the faculties in question have been given. For instance, with regard to medicine, the work of the League of Nations is being taught more particularly from the point of view of social hygiene.

II. *Lectures.*

The Minister has authorised lectures on the League of Nations, its aims and achievements in the State secondary schools and training colleges, provided that they are given by a teacher. These lectures could not be begun until 1927. Miss Carter has been appointed by the Ministry of Science and Arts.

The Government has expressed a wish that quarterly lectures by teachers and professors of the Athénées should be given, dealing with the best means of instructing young people in the aims of the League of Nations.

The communes of the Brussels urban area are supporting the system of lectures in elementary and secondary schools and training colleges.

The Aldermen's College of the city of Brussels has authorised the League of Nations university group to lecture on the League in its school. About ten students are giving these lectures.

III. *Cinema Education.*

At Brussels the film "The Star of Hope: Story of the League of Nations" belonging to the British League of Nations Union was shown in the school cinema in the town; a member of the teaching staff, Miss Carter, explained the film and over 2,200 pupils were present.

The Government was asked that the film should be shown in State secondary schools, both for girls and boys.

IV. *Books — Public Libraries.*

In his circular of March 10th, 1926, to the teaching staff, the Minister mentioned the publications of the League of Nations.

He asked the various education establishments to procure a supply of classical books, library books and works to be distributed as prizes, based on the spirit of the League.

He informed the teaching staff that it had been decided to ban all works which spread race hatred, and hostility among nations, from every establishment under State control.

The administration of public libraries has decided to purchase a certain number of copies of interesting works published by the League of Nations for its libraries, so far as funds allow.

V. *Exchange of Students — Relations between Young People of Different Nationalities.*

The Government has encouraged direct and indirect relations between young people of different nationalities. The Ministry of Science and Arts is endeavouring to provide a more complete organisation for correspondence with young people in foreign countries.

2. Private Action.

A. ACTION TAKEN.

A great deal has been done; in the Brussels urban area there are more than twenty private organisations which are strictly non-party and make it their business to study and to popularise the principles of the League and to promote relations between the youth of different nationalities.

Among those private organisations we would mention in particular: the International University Federation, the *Fédération universitaire belge pour la Société des Nations*, the *Groupement universitaire pour la Société des Nations*, the *Union belge pour la Société des Nations*, the International Confederation of Students, the *Comité d'entente des organismes belges pour l'enseignement et la propagande de la Société des Nations*.

* * *

La Fédération universitaire belge pour la Société des Nations.
(Secretariat: 20, Rue de la Sablonnière, Brussels.)

Its object is to co-ordinate the work of the existing local groups in the various University centres of the country and to represent them in the International University Federation.

Thanks to its action, there has been since 1926 a propaganda office for the League in every Belgian University centre.

The *Fédération* has also established a number of similar groups in the higher education establishments at Mons and Antwerp.

It has also forwarded the decisions of the International University Federation Congress held in September 1926 to local groups in the various Universities of the country.

During 1926, its activities were mainly concerned with the following:

A. *Propaganda in Teaching.*

It has endeavoured to obtain, so far, however, without success, authority from the Minister of Science and Arts and from the municipal authorities to give lectures in the schools.

B. *Travelling Scholarships.*

Thanks to it, a number of Belgian students have been able to proceed to Geneva every year and to follow the course of the School of International Studies under Professor ZIMMERN.

C. *Propaganda by the Press; especially in the Provinces.*

Apart from the students' Press, the co-operation of several dailies has been secured, and the Federation is endeavouring to spread an exact knowledge of the League of Nations and its work.

D. *Vacation Courses.*

It endeavours to collect the necessary funds to enable Belgian students to follow the vacation courses at Geneva.

E. *Lectures.*

The following lectured in 1926 at the Brussels group: M. HYMANS, M. POLITIS, M. LOUCHEUR, M. VERMEIL, M. ZIMMERN, M. FERNANDES, M. SAENGER.

F. *Study Groups.*

Various groups each formed a club with the object of making a thorough and critical study of the work of the League.

* * *

Le Groupement universitaire pour la Société des Nations.

(Secretariat: 1, Avenue de la Toison d'Or, Brussels.)

Its object is to spread among the public and, in particular, among students and other members of the universities, a greater knowledge of the principles of the League and of its achievements.

In 1926, its work consisted mainly in arranging for lectures on the League by University professors and politicians from all countries; and lectures on increasing opportunities for contact with foreign students organising clubs for study, discussions and propaganda in schools.

The following lectures were given in 1926:

1. M. Nicholas POLITIS, Honorary Professor at the Paris Faculty of Law, former Minister for Foreign Affairs in

Greece, lectured on November 4th, 1926, on: "The new International Policy (this appeared in the *Revue de l'Université de Bruxelles* in January 1927).

2. M. Th. RUYSEN, Professor of the Universities of Bordeaux and Brussels, Secretary-General of the International Federation of the League of Nations Societies, lectured on November 30th on "National Minorities in Europe and the League of Nations".

3. M. Ernest MAHAIM, Professor at the University of Liège, Director of the Solvay Sociological Institute, member of the Governing Body of the International Labour Office, lectured on December 8th on "The Permanent Labour Organisation".

4. M. L. DE BROUCKÈRE, Professor of the University of Brussels, Senator, first Belgian delegate to the League, on December 23rd lectured on "The stage we have reached in Disarmament".

A number of lectures were given in 1927, namely:

On January 11th, by His Excellency M. R. FERNANDES, Brazilian Ambassador at Brussels, former delegate to the League of Nations Assembly: on "The United States and the Permanent Court of International Justice". (This lecture appeared in the review *Le Flambeau* on January 31st).

On January 19th, by M. Ed. VERMEIL, Professor of the University of Strasburg: on "Are France and Germany ripe for Rapprochement?".

On January 25th, by M. A. VERMEYLEN, Professor at the University of Ghent, Honorary Professor of the University of Brussels, Senator, Belgian delegate to the International Institute of Intellectual Co-operation: on "Linguistic Nationalism and Internationalism".

On February 11th, by M. Marcel CASTIAU, Civil Engineer, Under-Secretary to the Railway Ministry: on "The Real China".

On February 21st, by M. L. LOUCHEUR, Deputy, former Minister, French delegate to the League of Nations: on "Germany and the Economic Rôle of the League" (this appeared in the review *Le Flambeau* on March 31st).

On March 8th, by Viscount MOTONO, Attaché to the Japanese Embassy at Paris: on "Two Reigns of Modern Japan".

On March 16th, by M. Ed. LAMBERT, Director of the Institute of Comparative Law and Professor at the University of Lyons: on "The Soviet League of Nations and the Geneva League of Nations".

On March 21st, by M. G. SCELLE, Professor at the University of Dijon: on "Regionalism and Decentralisation within the League of Nations".

On March 30th, by Dr. Ed. WILLEMS, Secretary of the University Foundation: on "The General Problem of Intellectual Co-operation".

On April 5th, by Mr. SETON-WATSON, Professor at the University of London: on "The Problems of the Succession States to Austria and Hungary".

In 1926, the study groups made a special study of the problem of regional groups within the League.

Papers were read by students, members of the group, and were followed by discussions carried on in a critical and objective spirit.

The papers read were as follows:

- November 3rd — by M. ARONSTEIN: "General Introductory Statement".
- November 17th — by M. P. CORNIL: "The Reorganisation of the Council".
- December 8th — by M. G. ARONSTEIN: "The Pan-American Union".
- December 23rd — by M. Jules LESPES: "The Prosperity of the United States".
- January 13th — by M. DRIESSEN: "The Financial Expansion of the United States".
- January 20th — by M. WIERUSZEWSKY: "Pan-Europe".
- February 2nd — by M. DE SMET: "Pan-Islamism".
- February 16th — by M. DIDISHEIM: "The British Empire".
- March 2nd — by M. GOVAERTS: "The Church and the League of Nations".
- March 9th — by M. SOIL: "China and the Pacific Question", and
by M. ABRAHAM: "Pan-Asiatism".
- March 23rd — by M. VERMEYLEN: "The U. S. S. R. and Imperialism".

The study-group is maintaining close contact with the League of Nations group organised at the University of Freiburg in Breisgau (Germany). The two groups have drawn up a similar programme and regularly exchange their proceedings which they discuss and criticise.

The group took part in the international study week organised from October 25th to 31st, 1926, at the Institute for Higher Studies in Belgium. M. Georges ARONSTEIN gave a lecture on intellectual co-operation.

The University group and the Fédération universitaire belge de la Société des Nations both belong to the Comité

d'Entente which was formed by the Belgian organisations for education and propaganda on the League on the initiative of the Belgian Federation of University women and on the lines of the Liaison Committee of the major international organisations in Paris.

The University group has also secured authority from the Aldermen's College of the town of Brussels to get into touch with the directors of secondary schools and training-colleges in the town, to organise a lecture for the pupils in the higher classes on the aims and work of the League of Nations. For this purpose it has formed a group of some ten students who are ready to give these lectures.

Some of them have already been given at certain popular Universities.

Besides sending representatives to the International University Federation for the League of Nations, the group was able to send four members in 1926 to follow the courses organised at Geneva by the School of International Studies.

Union Belge pour la Société des Nations.

(Headquarters: Palais d'Egmont, rue aux Laines, Brussels.)

Its object is to appeal to Belgian public opinion with a view to enlisting its support for the work carried on by the League, and to study political, legal, economic, military, moral, health and colonial problems which are connected with the working and improvement of this higher organ of international life.

As regards the instruction of young people in the work of the League, the activity of the Union belge pour la Société des Nations consists mainly of:

(1) Participation in the International Study Week held in December 1926 and January 1927 at the Institute of Higher Studies at Brussels.

These lectures were held with the object of explaining the mechanism of the League of Nations, especially from the political point of view.

About fifteen lectures were held in the provinces thanks to the action of the Union belge pour la Société des Nations.

(2) Miss CARTER translated into French a pamphlet called "Teachers and World Peace" and M. DE ZWARTE, Barrister-at-law, translated it into Flemish.

The Union belge endeavoured to give this pamphlet a wide circulation among teachers.

(3) Schemes for propaganda by wireless are being worked out.

(4) The Union has purchased a large quantity of lantern slides.

This propaganda will begin during the year 1927.

(5) The Union belge pour la Société des Nations has founded a library, which is already well equipped, and comprises all the Geneva publications and the principal publications about the League.

The existence of this library has been made known to all teachers, and facilities are provided for taking books home.

*Comité d'Entente des Organismes belges pour l'Enseignement
et la propagande de la Société des Nations.*

This Committee is known in Belgium as the "Comité de propagande scolaire pour la Société des Nations" (Section belge du Comité d'entente des Grandes Associations internationales).

Secretary: Mme. PENROSE, 164, rue de la Vignette, Auderghem.

This Committee was set up at the request of the Belgian Federation of University Women, in order to co-ordinate the propaganda work of various affiliated associations in favour of the League. It appeals to all educational organisations and to all teaching circles to organise common action in favour of the League.

Most of the organisations have actually joined it.

The Committee met on various occasions at the Fondation universitaire to draw up its programme of action. A request was made to the Minister of Science and Arts to organise propaganda in elementary schools by means of cantonal quarterly lectures for teachers.

In the year 1926 it endeavoured more especially to secure the support of the teaching staff, in particular of teachers in elementary schools.

The Committee arranged a meeting of teachers at Brussels. The meeting took place at the Town Hall, under the chairmanship of M. JACQMAIN, the Alderman for Public Instruction; Professor Ernest BOVET, Secretary of the Swiss Association for the League of Nations, was invited to attend. M. Bovet explained the method of teaching children about the League of Nations.

The Committee also endeavours to organise propaganda in newspapers and pedagogic reviews. In 1926, the Sub-Committee of Experts asked the Secretary-General of the League to examine whether it would be possible to issue periodical summaries, which would be specially drawn up for the use of teachers, and regularly communicated to the principal educational reviews.

In reply to this suggestion, the Comité d'entente des organismes belges pour l'enseignement et la propagande de la

Société des Nations has already taken practical action by publishing articles about the history and work of the League in educational reviews, particularly in the "Journal des Instituteurs".

* * *

B. METHODS EMPLOYED.

1. *Propaganda by Lectures.*

These private organisations endeavour to reach the public directly by inviting them to attend lectures given by experts.

The Groupement universitaire pour la Société des Nations also arranged lectures, as mentioned above, by politicians from all countries.

2. *Study Groups.*

These engage in criticism, discussion and careful examination of the work of the League and all the problems of international life.

3. *Propaganda in Teaching.*

Steps have been taken to ask the Government to give its countenance and support to teaching in the schools regarding the League.

4. *Press.*

All the above-named groups endeavour to publish articles on the League and its work in the daily newspapers.

5. *Publication of Periodical Pamphlets.*

6. *Participation in Public Demonstrations in Favour of the League.*

7. *Organisation of International Weeks.*

The various groups endeavour to secure the attendance of students who are not members of the group—professors and teachers—pupils from various schools—workmen and peasants.

8. *Special Libraries.*

Some of these organisations—in particular, the Union belge pour la Société des Nations—have organised libraries containing all the publications by the Geneva Secretariat.

9. *Arrangement of International Weeks at the Universities.*

10. *Grant of Prizes to encourage the Production of the Best Publications on the League.*

In 1926 the International Council of Women offered three prizes of 100 Swiss francs for the author of the best essay suitable for use as a chapter on the League of Nations in a text book on history, geography or civic instruction.

11. *Organisation of Congresses.*

This was undertaken with a view to co-ordinating the efforts of the regional groups in the various countries.

12. *Institution of Travelling Scholarships.*

13. *Exchange of Students.*

Various groups are directing their efforts towards obtaining from the Government scholarships or grants to enable them to send their most suitable members to study abroad.

14. *Inter-School Correspondence.*

It seems advisable to provide increased facilities for these interchanges of letters which have become rather difficult owing to the present economic conditions. An agreement between various countries might result in free postage.

15. *Films.*

16. *Educational Reviews.*

The propaganda seeks especially to interest the teaching staff.

DENMARK.

REPORT BY DR. P. MUNCH ON BEHALF OF THE DANISH NATIONAL COMMITTEE

The question of the instruction of children and young people in the existence and aims of the League of Nations is regarded as most important by our Committee. To some extent, instruction of this kind had already been introduced into our schools, before the question was brought up by the Committee on Intellectual Co-operation of the League of Nations. We then endeavoured to give a further extension to this teaching. The principal result of the Committee's proposals was the institution in all schools in the country of a "League of Nations Day", which is celebrated on the first Monday in September, the date of the opening of the League Assembly; the "Day" is decreed by circular letters¹ issued by the Minister of Education on July 31st, 1925 (for elementary schools) and on August 15th, 1925 (for secondary schools). On this day, children of a certain age are given a lecture on the universal desire for peace from which the League emerged. The first "League of Nations Day" was celebrated on September 7th, 1925. On that day most of the teachers and pupils in the schools meet in the big assembly halls belonging to the schools, and the teachers read a statement on the organisation of the League of Nations and its work, as explained in a pamphlet circulated to them by the Ministry. The ceremony ends by the singing of the national anthem and other patriotic songs.

We are now considering the introduction of pamphlets, to be published every year, or from time to time to give an outline of the League's work during the preceding period.

Information is given below on the state of affairs in our country, arranged in the shape of notes on the recommendations of the Sub-Committee of Experts dated August 9th, 1926 (document A.26.1926).

1. In secondary schools, instruction on the League of Nations is comprised in the instruction in history and in civic training. In the secondary and primary schools, "League of Nations Day" is celebrated.

¹ *Note by the Secretariat.* — The circular of July 31st, 1925, was published in the Secretariat's report A.10(a).1925.

2. The teaching comes under the heading of history and civic training.

3. See No. 1.

4. The teaching is identical for both sexes.

5. The most widely used school text-books on history and civic training make mention of the League.

6. The Ministry of Education has caused a pamphlet by L. Th. ARNSKOV entitled "Folkeforbundet, et Grundrids af dets Oprindelse og Formaål" (The League of Nations—an Outline of its Origin and Aims) to be written and issued to schools.

8. The League is undoubtedly mentioned in the teaching in "popular high schools" and similar institutions for the general education of adults.

9 and 10. See No. 1 above.

11 (a). See No. 5 above.

$\left. \begin{array}{l} (b). \\ (c). \\ (d). \end{array} \right\}$ Measures of this nature have not yet been generally adopted.

13 (b). See No. 1 above.

(c). Particulars of the "Dabney Prize Competition" offered by the "American School Citizenship League" have been published through unofficial channels.

$\left. \begin{array}{l} (d). \\ (e). \\ (f). \end{array} \right\}$ Measures of this nature have not yet been generally adopted.

15. The question of introducing courses at the Copenhagen University is being considered.

REPORTS PRESENTED BY MEMBERS OF THE SUB-COMMITTEE OF EXPERTS

CUBA

REPORT BY M. LUIS A. BARALT.

[*Translation.*]

After communicating with the Cuban Government, I have the honour to give the members of the Sub-Committee of Experts such information as I have been able to gather on the activity of my country in regard to the subject which concerns us.

You already know of the cable sent on December 14th, 1926 (document A.26.1926), by M. Miguel Angel Campa, Under-Secretary of State, in reply to the C.L.119.1926.XII, in which you communicated to the Department of State the resolution adopted by the Assembly at its last ordinary session regarding the recommendations set forth in the Report of the Sub-Committee of Experts for the Instruction of Youth in the Aims of the League of Nations.

The Secretary of State took note of this resolution with keen interest, and forwarded a copy of the Report of the Committee of Experts to the National Committee on Intellectual Co-operation for further action.

These facts have been confirmed by subsequent communications.

I am told that the Department of Education is extremely anxious to support the ideas of the Sub-Committee, and the teaching staff of the elementary and secondary schools are making efforts in the same direction.

But such teaching is necessarily vague and somewhat aimless, and I think that the result of our deliberations will help them to put it into practice systematically.

I am convinced that teachers in Cuba are only anxious to follow your advice and to direct these studies in our schools on whatever lines the Sub-Committee suggests. The final resolutions, which will be a guiding light showing them how to start and carry on an effectual propaganda in our schools, are eagerly awaited.

As regards higher education, our cause has made more progress. At the Havana University, the objects pursued by the League of Nations are studied with great enthusiasm.

The Chief Professor of International Public Law is the distinguished jurist Dr. Antonio Sanchez de Bustamante, an eminent member of the Hague Court. He has long made a point in his classes of giving a large place to the League of Nations and its aims, and strongly encourages his pupils to take up the study of the subject in earnest.

Assuredly, our Committee has a powerful ally in Cuba in the person of Dr. Sanchez de Bustamante.

The Assistant Professor in this subject is Dr. Gustavo Gutiérrez y Sánchez, his favourite pupil. He follows conscientiously in the master's footsteps, and for more than a year has dealt almost exclusively with this question in his classes.

He has just published the first part of a very extensive work in which he proposes to discuss everything connected with the League of Nations and its historical and doctrinal antecedents in their concrete relation to the Covenant of the League now in force. This first part, which is just out of press, is entitled: "Is it possible to put an end to war?"

The work and its sequel are intended for the use of students attending the courses in International Public Law at our National University, and Dr. Gutiérrez intends them to cover a very wide field.

In addition to official teaching, many lectures on the work of the League have been given in the past year at Havana and other large towns. I have just received an address delivered by M. Enrique Guiral y Moreno, Director of the League of Nations Section of the Cuban Department of States, at a meeting in the Rosario Club at Havana on May 12th, 1927, in which he paid a glowing tribute to the aims and work of the League of Nations.

FRANCE

REPORT PRESENTED ON MARCH 24TH BY MADAME DREYFUS-BARNEY.

[*Translation.*]

Although I do not represent France at this meeting, yet since M. Rosset, my country's delegate, is absent, I think it devolves upon me to say a few words with regard to the steps recently taken in France, in order to assist you in considering the best means of eliciting reports, annually or at any rate every two years, from the various countries.

I will not discuss the eight circular letters on the League of Nations issued by successive Ministers for Education or the educational programmes covering this subject; I would prefer to dwell on what has been done in France during the last year, and particularly since our August meeting.

1. Document A.26.1926 will be circulated by the Ministry of Education to Rectors when they meet at Paris on March 28th, 1927.

2. The Director of Technical Instruction at the Ministry of Education will send a circular letter to the teaching staff requesting them to make mention of the League of Nations and the International Labour Office whenever possible in their lessons (the other Directorates are already dealing with the question)¹. He considers it of the utmost importance that schools should have literature on the International Labour Office. I have myself written to the International Labour Office reminding them of their promise to publish a pamphlet regarding the work and the mechanism of the International Labour Organisation.

3. The Minister for Education has decided that, from now onwards, a file on the League of Nations is to be kept up, not only in his office but in each of the four sections.

4. *Relations with Associations.* — The Minister for the Colonies arranged for 5,000 pamphlets on the League issued by the International Council of Women, and 100 copies of the pamphlet "Constitution and Organisation of the League of Nations", to be sent out to the various French colonies.

¹ Note by the Secretariat. — For more detailed information, document A.10.1925, page 17, should be consulted.

3,500 copies of the pamphlet by the International Council of Women were sent by M. Rosset, Director of Primary Education, to Academy inspectors for issue to the teaching staff. The Minister for Education had already encouraged the French National Council of Women to give a wide distribution to the pamphlets entitled "Constitution and Organisation" and "The League of Nations, a Survey".

5. A competition on the League for students, male and female, in the 16 normal schools of the Académie de Paris has been organised at the request of the French National Council of Women by the Rector, who has sent out a circular to this effect to headmasters and headmistresses. The two first prizes will be a trip to Geneva.

6. In December 1926, the late M. Lapie, to whom I had already spoken after our meeting at Geneva, assembled the Deans of the Faculties of Letters and Law at the University of Paris, the Directors of the Free School of Political Science, the Institute of Higher International Studies, the School for Social Studies and the School for Higher Commercial Study with a view to the formation of a committee to develop higher education on international questions. M. Luchaire, who was with me at this meeting, informed me that he had reason to believe that the new Rector, M. Charlety, would give effect to his predecessor's ideas.

I should add that the above establishments are not the only ones which provide education on international questions and that the courses organised by the Carnegie Endowment, among others, are largely attended.

7. The Minister for Education has written to the Rectors of Academies on the subject of interchanges of French and German children under the auspices of the Comité français de secours aux enfants.

8. In France, the Musée pédagogique is under the Ministry for Education and works for the interchanges of professors and students between different countries. It is interesting to note that the Service of International Inter-School correspondence, which has its offices there, is now working actively. The museum has a number of lantern slides on the League of Nations, which are at the disposal of teachers. The French National Council of Women has a similar series which it lends free of charge throughout France. These slides are very much appreciated, not only in school circles, but also in the country, and among workmen's groups and by the churches. Unfortunately, the demand is so great that they cannot cope with it.

9. As a result of the Congress held at Bierville organised by the International Committee of Democratic Action for Peace it was decided that the premises in which it was held should be reserved permanently for international meetings. It

will provide accommodation this summer for 50 young Germans, 50 young Englishmen and 50 young Frenchmen. The French Government has interested itself in this undertaking.

10. The pamphlet published by Monsignor Beaupin — “International Co-operation in Intellectual Life” — explains the work of the Amitiés catholiques françaises and the Semaine sociale du Havre. The Amitiés françaises distributed 307,000 francs between 1921 and 1926 in grants to 116 students belonging to some twenty nationalities. The French group of the Catholic Union for International Studies has done excellent work in connection with document A.26.1926 and instruction on the League of Nations.

In France, as in other countries, the Protestant churches, as well as Hebrew communities, are making great efforts to give the younger generation an intelligent understanding of the League.

Teachers have combined to demand the omission of warlike passages from school text-books.

The University Group for the League of Nations is developing its lectures on the League. Several of the Associations which belong to the French League of Nations Association are doing useful work among young people; special mention should be made of the Office national des universités et écoles françaises, which, from an international point of view, has been successfully dealing for ten years with interchanges of professors and students, and with perfecting the system of equivalence, etc.

The development of the Cité universitaire in Paris means a considerable extension of international co-operation.

I cannot even enumerate in this short and hasty statement everything that is worthy of comment; but it should be noted that the educational reviews often contain articles on the League of Nations and its work. Before concluding, I also particularly wish to mention the competition called “The Best Picture” organised by a daily newspaper, *L'Œuvre*; it publishes a series of illustrations regarding the League, the titles forming the subject of a competition for children. One hundred prizes have been distributed among five hundred competitors and it appears that the replies received were of a very high order.

GERMANY

REPORT BY DR. SCHELLBERG.

[*Translation.*]

In executing the recommendations and suggestions of the Sub-Committee of Experts, the great difficulty has been the lack of adequate short exposés written in German concerning the League, its essential character and its work. It is true that history text-books contain facts concerning the League, but they are insufficient. There are also some brochures and books but they are not suitable for schools.

The first thing to be done was to compile a booklet on the League for teachers as well as for pupils. A colleague of mine has undertaken its preparation with a preface to be written by myself or some other personality. It was intended to place this brochure before the second session of the Sub-Committee of Experts, but unfortunately this was not possible. It will, however, appear shortly, and will give an opportunity to teachers, pupils and the competent great associations to study in detail the work of the League. This will enable Prussia to deal with questions concerning the League of Nations in all kinds of schools in conformity with the order of the Prussian Ministry of Sciences, Arts and Education of May 28th, 1927. This order, which was published during the Congress of the International Federation of League of Nations Societies in Berlin, reads as follows:

“ Although the directions for the drawing-up of the syllabi of higher education in Prussia, the secondary schools in Prussia, the higher elementary schools and the higher forms in the elementary schools already contain many references to the desirability of including League of Nations questions in the programme of studies, now that Germany has become a Member of the League, it is still more imperatively the duty of the schools to give detailed instruction on the existence, work and aims of the League of Nations.

“ The very nature of the League demands that teaching on this subject should be based on a feeling for the nation's own dignity, on respect born of comprehension for other nations, and the recognition that membership of a

universal association of all peoples cannot but promote the development of each individual nation.

"I therefore decree that, in the higher forms of the elementary schools, the higher elementary schools, the secondary schools and in the teachers' training colleges, this subject should be given its proper place in the curriculum and taught in the spirit I have indicated and should also be included in the training of the teaching staff of secondary schools.

(Signed) BECKER."

In order to explain this order, which has met with general approval, I should like to remark that the directions and programmes of study for all types of schools in Prussia already contain mention of the League, its basic ideals and its aims. This order of the Prussian Ministry of Education has been forwarded to all the competent authorities. In all probability, this example will be followed by the other German States. It is likely that the Committee for Schools of the German States will discuss the problem in detail during the autumn of 1927. In the meanwhile, the teachers' organisations of every type will discuss the question in detail. I should mention also the valuable assistance of the German League of Nations Union. At one of the meetings of their educational Committee last year, I had an opportunity of describing the work of our Sub-Committee, and quite recently the Educational Committee discussed methods of practical application of the order of the Prussian Ministry of Education. In the course of the autumn or winter, it is intended to organise a special study course of the practical methods of application of this question.

Further I should like to draw your attention to several steps that have been taken in agreement with our recommendations and suggestions. I shall only mention the numerous wireless talks and articles in the Press dealing with the question of the schools and the League. Furthermore, many teachers are undertaking journeys and studies abroad, especially to England, France, Spain and America. Lack of funds unfortunately proves a difficulty, but several German States are giving considerable help in this respect. The exchange of students is being rapidly developed and there is a plan to re-organise the exchange of pupils and inter-school correspondence in which France has taken official steps. In the carrying-out of these exchanges, the teachers will naturally participate very actively. Finally, it is our hope to be able, in the near future, to discuss the revival of the exchanges of teachers.

GREAT BRITAIN

REPORT BY PROFESSOR G. MURRAY
ON THE NATIONAL CONFERENCE SUMMONED BY THE
PRESIDENT OF THE BOARD OF EDUCATION.

In pursuance of the undertaking given on behalf of the Government of Great Britain at the meeting of the seventh ordinary session of the Assembly of the League of Nations in September 1926, a Conference of representatives of local Education Authorities in England and Wales, Scotland and Northern Ireland was held at Westminster on June 8th, 1927, to consider the question of providing instruction for children and young people in the existence and aims of the League of Nations. The Conference was convened by the President of the Board of Education, the Secretary of State for Scotland and the Minister of Education for Northern Ireland, and was attended by some 600 representatives from various local education authorities.

The President of the Board of Education opened the Conference. After stressing the importance of instruction in the history and work of the League of Nations, he pointed out that the League was an instrument to be used by the peoples of the world in the cause of peace and that, if it was to be rightly used, it must first be understood.

The question what to teach and how to teach it could only be answered after a careful survey of the ground in consultation with the teaching profession. The training-colleges for teachers were clearly the most important sphere of action.

Speakers representing Education Authorities from England, Wales, Scotland and Northern Ireland gave details of the work in this direction which was already being accomplished and expressed their sympathy with the objects of the Conference. The President, in closing the discussion, emphasised once more the value of a thorough consideration of the whole question so that the instruction given might be properly assimilated into the main body of teaching given in the schools.

The following resolution was carried unanimously:

"That this Conference welcomes the steps which are being taken to give the children and youth of this country a knowledge of the development of international relations and

of the work and aims of the League of Nations, and requests the Board of Education, the Scottish Education Department and the Ministry for Northern Ireland to circulate to the Local Education Authorities a report of the proceedings of the Conference, so that they may consider the matter further in consultation with the teaching profession ”.

The Local Education Authorities, sitting at their usual annual Conference in London, unanimously adopted two days later, June 10th, 1927, the following resolution:

“ That the Executive Committee be asked to invite the Education Committees of the County Councils’ Associations, the Municipal Corporations’ Association and the Teachers’ Associations (Elementary and Secondary) to appoint representatives to confer with them as to the best methods of inculcating the principles of the League of Nations in the minds of scholars of all types of schools and the students in the training-colleges ”.

Only those conversant with the complexities of the educational system of Great Britain and, in particular, the freedom and independence enjoyed by the local authorities can realise to the full the importance of these resolutions. The unanimity now proclaimed is no mere formality and should produce most important results. The President of the Board of Education has expressed his personal approval of the constitution of the proposed committee so that central and local authorities are united.

The teaching profession has also signified its whole-hearted acceptance of the recommendations put forward in document A.26.1926. with a proviso, now fully met, that those matters which in Great Britain are commonly left to the teachers to decide or to advise upon, shall not be settled by purely administrative action. A memorandum entitled “ Declaration concerning the Schools of Great Britain and the Peace of the World ” was submitted to the National Conference by the National Union of Teachers, the Educational Institute of Scotland, the Headmasters Conference, the Incorporated Association of Headmasters, the Incorporated Association of Head Mistresses, the Incorporated Association of Assistant Masters in Secondary Schools, the Incorporated Association of Assistant Mistresses in Secondary Schools, the Training-College Association and the Council of Principals of Training Colleges, urging that the whole question of the teaching of the League of Nations in British Schools of all types should be further and as fully as possible explored by a National Committee including representatives of the administrative authorities and the teachers. These associations represent at least 150,000 teachers of all

grades and types of schools and training-colleges, elementary and secondary, State-aided and independent. Their "Declaration concerning the Schools of Great Britain and the Peace of the World" may therefore be taken to express the feelings of the mass of the teachers of Great Britain. This co-ordinated expression of opinion was obtained by the activity of the Education Committee of the League of Nations Union and gives a remarkable guarantee of united action.

The proposed Joint Committee of Teachers and Education Authorities will be provided, when they begin their discussions, with the following important documents¹:

(1) "The Handbook of Suggestions for Teachers" republished in 1927 by the Board of Education. This is the only general statement issued by the Central Authority on the curriculum of elementary schools and deals with all subjects. In the section on the teaching of history, special mention is now made of instruction regarding the League of Nations and the ideals for which it stands. In an Appendix of 22 pages, an historical background is given for the study of the League, as well as an account of its actual work, the text of the main provisions of the Covenant with explanations and notes, and a short bibliography. — This addition has been made in accordance with the promise conveyed in a letter from the British Foreign Office to the League of Nations, April 30th, 1925.

(2) "Declaration concerning the Schools of Britain and the Peace of the World", the manifesto by the teaching profession referred to above.

(3) "A Report of Work done by the League of Nations Union to help in making known the League of Nations in the Schools and Colleges of Great Britain". This document gives details of the work in schools, training-colleges and Universities, organised and carried out by the League of Nations Union; it is arranged under the headings employed in document A.26.1926.

(4) The Official Report of the National Conference of Education Authorities of June 5th, 1927.

(5) A detailed analysis of document A.26.1926 (prepared by Professor G. Murray), showing the possible application of its various recommendations to the special conditions in Great Britain.

The National Conference in Great Britain, the first national conference of its kind held in any country, has achieved its

¹ *Notes by the Secretariat.* Documents 2)-5) were presented to the Sub-Committee of Experts, but are not reprinted here.

success from a variety of causes. In Great Britain, administrative action follows rather than precedes public opinion. The League of Nations Union, with its 600,000 members and its record of seven years' educational work, had prepared the ground so thoroughly that the Conference manifested a unanimity of aim and a steadiness of purpose that ensure further success. So much has already been accomplished in schools and training-colleges that the final refuge of the reactionary "It is impossible" has been rendered untenable in advance. It has, for example, been conclusively proved that valuable results can be achieved, even in elementary schools with a leaving age of fourteen, if suitable methods are employed.

Not only had the ground been thus carefully prepared, but the new committee begins its labours with adequate knowledge of what has been done, of the difficulties that have to be faced and the directions in which progress is possible. When the report of this committee is issued, it will doubtless contain detailed suggestions as to teaching methods and aids, the supply of literature and similar problems.

As other nations hold their Conferences, the common stock of knowledge on the above and kindred points will be rapidly increased. Moreover, the feeling that one nation is doing more than another will die away in the knowledge that all are doing their share. By national conferences the Nations will demonstrate that they are focussing the energies of administrators, teachers and voluntary associations on the difficult tasks of introducing into schools instruction concerning the League of Nations and international co-operation. This instruction should not only provide a valuable intellectual training, but should also tend to produce a state of mind which regards war as one of the picturesque irrationalities of the past.

INDIA

REPORT BY MR. CHATURVEDI.

The recommendations of the Sub-Committee were communicated to the Government of India, which has sent them to the Provincial Governments for their opinions. Their views have been received by the Government of India only recently and they will shortly be communicated to the Secretariat.

During the past year, many League of Nations Unions have been formed in India which are doing useful work in disseminating the knowledge about the League among the educated classes. His Highness the Maharaja of Bikaner is the President and the Hon. Mr. S. R. Das, the Law Member of the Government of India, is the Vice-President of the Indian League of Nations Union at Delhi. The Madras League of Nations Union has Lord Goschen, the Governor, as its President. Branches have been started in Kashmir, Punjab, Assam and Simla. All these Unions enjoy the patronage and support of the Government officials. Some of the Universities and Colleges have also started the League of Nations Unions. The most notable of them is the one at the Lucknow University, with Mr. Justice G. N. Misra as President and with Dr. V. S. Ram (Professor of Political Science) as Secretary. A few local Associations have also become interested in the study of the League, and at several Educational Associations and at one inter-University debate the problems concerning the League have been discussed.

Since their return from Geneva, the members of the Indian delegation—notably Sir Abdul Gadir and Sir P. C. Ramaswamy Ayyar have delivered many speeches regarding the work of the League. They have made complimentary references to the work of this Sub-Committee. Their speeches have done much to bring the League to the notice of the educated public. A retired official of the Board of Education in England made a lecture tour in India last winter and visited most of the University towns. His lectures were supplemented by the showing of a film on the League of Nations. These displays and lectures succeeded in bringing the League to the closer notice of the University students.

Mr. A. H. Mackenzie, the Director of Public Instruction of the United Provinces, has written a pamphlet on the League,

which was supplied to the heads of the secondary schools in the Provinces. Recently, it has been reprinted and circulated in the secondary schools all over the country mainly for the use of teachers. Besides the one mentioned above, many pamphlets of various sizes have been published in English by Indian and English educationists in different parts of the country.

Concerning the special recommendations of the Sub-Committee, I have enquired and found that most Indian railways allow 50 per cent concession in fare to parties of Scouts and Girl Guides and in some cases to *bona-fide* students also. Most Indian princes come forward with generous hospitality when approached, and in many cases they provide free conveyances, lodgings and other facilities. The Government officials do what they can to help such parties.

Many schoolboys in India are eager to correspond with boys in other countries and a little correspondence in an unorganised way is carried on. But for want of proper channel and organisation for such correspondence, it generally stops even before the youthful enthusiasm subsides.

The Boy Scout movement in India is making considerable progress and has the full and active support of the Government, as well as of the Indian leaders. The movement is doing much—if only in an informal way—to disseminate the spirit advocated by the League of Nations. It has enabled some Indian scouts to come to Europe and take part in the big rallies held here. The Indian delegation to the last Assembly was of opinion that the movement could be utilised for formal instruction of the Scouts and Guides in the existence and aims of the League.

I have also sought the opinions of many University and secondary school teachers in India, and some of them at least have promised to lend their individual support for spreading a knowledge about the League. I am also in communication with the officials of the All-India Federation of Teachers' Associations, and I gather that they will be willing to disseminate the knowledge about the League among the members of the Federation. They are also willing to open the columns of their magazine for the news concerning the League.

The work done in India during the past year—though not considerable—has been very useful. It has been of the nature of preparation for further work and, owing to the language difficulties, has been confined to the English educated public. For the same reason, it could not be carried below the upper sections of the secondary schools. Until literature concerning the League is produced in the Indian languages, the lower sections of the secondary and the entire primary schools will be impossible to reach. The difficulty in regard to primary

schools is greater, for the teachers there do not know English. In many Universities, however, genuine interest has begun to be taken in League problems (though I must confess not always flattering to the League). This beginning of interest is in itself a hopeful sign.

ITALY

REPORT OF PROFESSOR GALLAVRESI.

[*Translation.*]

The work of the "Leonardo" foundation, which has hitherto acted as the Italian National Committee on Intellectual Co-operation, has been confined to the Universities and to interchanges of professors and students, which last are greatly encouraged by the Government. Lectures on the League of Nations have been given at the Universities and in the free educational institutions, such as the people's universities, in particular by Professor Leicht, deputy for Friule.

In the secondary and elementary schools, a little rudimentary teaching concerning the League has been given in connection with geography and history. With a view to interesting schoolmasters, the Society for Promoting People's Schools, of which M. Volpe, a member of the Chamber of Deputies, is President, is preparing a League bibliography.

ROUMANIA

REPORT BY M. C. KIRITZESCO.

[*Translation.*]

I propose to set forth in the following pages, on the one hand, what has been done in the Roumanian schools as the outcome of the resolutions and suggestions embodied in document A.26.1926.XII, and on the other hand the broad conclusions drawn from our experience.

Long before the formation of the Sub-Committee of Experts, entrusted with the systematic organisation of the teaching and spreading of knowledge about the League of Nations, the Roumanian Education Authorities had already taken adequate steps to carry out the suggestions embodied in the resolutions of the League Assemblies of 1923 and 1924.

Owing to the coincidence that just at that time elementary education was organised by a new law, the measures in question acquired a compulsory and permanent character. Thus, the new elementary curricula include a lesson on the League in the civics course for Standard VI. The training colleges for elementary-school teachers, devote to the League:

- (a) A lesson in the civics course of the third class;
- (b) A lesson in the administrative law course of the sixth class;
- (c) A final lesson in the history course of the seventh class.

During the school-year which has just closed, teaching and propaganda in connection with the League have received a remarkable impetus in the Roumanian schools. *It is only fair to say that this advance is due to the initiative, stimulus and assistance provided by the Education Authorities.*

On the proposal of the Roumanian delegate to the Sub-Committee of Experts, and in accordance with his recommendations, the Ministry of Education has not only taken a

series of administrative measures, introducing teaching on the League of Nations in schools of all grades on a very wide scale, but has also summoned the leaders of the associations in touch with the League to a conference to discuss a scheme of action on the lines of the Committee's recommendations.

The resulting action has been directed into three channels: (1) the education of the teaching staff; (2) the education of school-children; (3) the education of the general public.

(a) *The education of the teaching staff* is obviously the first and indispensable stage in spreading a knowledge of the League of Nations among the whole body of scholars. Through the agency of the Ministry of Education and the National Council of Women, the two fundamental publications of the League, "Constitution and Organisation" and "A Survey"; have been distributed free to secondary school teachers, especially teachers of history and civics, as well as to secondary school libraries. A small pamphlet on the constitution and organisation of the League of Nations, including skeleton lessons on the League of Nations adapted in Roumanian by Mme. M. Pop on the model of a similar foreign publication, has also been distributed to secondary school and training-college teachers, and more particularly to elementary-school teachers.

The present writer, who is the Roumanian member of the Sub-Committee of Experts, delivered an address on "The League of Nations and the School" to an audience of teachers in the hall of the General Association of Secondary School Teachers. This address, dealing with the question of instruction on the League of Nations, with special reference to the peculiar political and cultural situation of Roumania, has been printed in pamphlet form at the expense of the Ministry of Education and distributed wholesale among the members of the teaching profession.

The leading educational periodical, the *General Educational Review*, published the writer's report to the Ministry of Education on the work of the Sub-Committee of Experts, in which the various points in the Committee's recommendations and suggestions are reproduced and explained.

Lastly, Professor Tasca, of the University of Bucharest, has given two lectures on the organisation of the International Labour Office to the teaching profession in Bucharest in the hall of the Orthodox Women's Society.

Ministerial circulars have ordered that, in the pedagogical schools of the universities, where future secondary-school teachers are trained, candidates for the pass must attend "a certain number of lectures on the origin, aims and work of the League of Nations, with a view especially to the instruction of young people in the secondary schools". With the same intention, chairmen of Boards of Examiners for secondary

teachers in history and civics are instructed "to regard the subject of the League of Nations as part of the training curriculum for the teaching profession", and accordingly "to include it in the questions set to candidates" at these examinations.

(b) *Instruction of school-children.* — We have said that the new curricula of the elementary schools and training-colleges already include lessons on the League of Nations. As regards the secondary schools, which, while awaiting the reform now in preparation, are following an older curriculum, circulars have been issued ordering that in practice the League shall receive its due place in geography, history and civic lessons.

The authorities responsible for the inspection of school-books submitted for approval (the Permanent Board of Education and its advisory specialists) have been instructed by a ministerial Order to see that the geography, history and civics text-books contain, without fail, some reference to the League of Nations "treated in a manner suited to the grade and subject in question". The result is that every book published this year contains a chapter on the League.

The Ministry of Education has organised a "League of Nations Week", asking history teachers in the eighth class of all the boys' and girls' grammar-schools in the country to devote, in the week from February 28th to March 5th, one out of the two hour's history lessons entirely to the League of Nations. The circular lays down that "the object of the lesson is to instruct the children on this question and to accustom them to regard the League and its work in a sympathetic light."

The lesson is to be considered as a regular part of the subject, upon which questions will be put both in school hours and in the examinations.

In the following week, the Ministry received reports from the 181 regular grammar-schools in the country, stating that these instructions had been strictly carried out.

To promote the interest of school-children in the League, the Ministry has lent its widest co-operation to the "FIDAC" Society, which got up a competition with prizes among eighth class scholars in the Bucharest secondary schools. The competition took place on April 7th at 10 a.m. in sixteen eighth classes of eleven boys' and girls' secondary-schools in Bucharest, 506 children of both sexes taking part.

The subject of the competition was "How to reconcile the ideals of the League of Nations with our own national ideal."

The essays were examined by a committee of ten teachers, presided over by the Director of Secondary Schools in the Ministry of Education, who marked the papers, and awarded twenty-four prizes and thirty "honourable mentions".

The prizes were distributed with great ceremony, with the Secretary-General of the Ministry of Education in the Chair

and in the presence of the Rector of the University of Bucharest and the President of the "FIDAC" Society, who emphasised in their speeches the importance of the occasion for this new departure in juvenile education.

The Director-General of Secondary Schools presented a report on the papers sent in, showing the interesting insight gained into the mentality of the children and their point of view on the question of peace in general and the work of the League in particular.

The new instructions and detailed curricula introduced this year for the leaving examinations, which close secondary education in the grammar-schools, include the League as the last lesson, coming at the end of the questions on world history and on Roumanian history.

Lastly, the committee now engaged on the reform of vocational training has arranged that an outline of the work of the League of Nations and the International Labour Office shall be given in connection with the study of geography, history, civics, and labour legislation.

(c) *Education of the general public.* — With the co-operation of the various associations in touch with the League, many lectures have been delivered in different towns on the subject that concerns us. Of these the lectures arranged at the "People's Athenæums" —, extension lectures, at Bucharest — by the League of Nations Union are the most noteworthy.

The hostile attitude taken up by a section of the Press towards the introduction of the League questions into education, due chiefly to a misunderstanding of our motives, has led to a good deal of public discussion, which served the cause in that it gave an opportunity of throwing light on the question and bringing it before the notice of intellectual and especially educational circles.

With a view to encouraging contact with young people in other countries, the Ministry of Education has "a Joint Committee for arranging excursions to and from foreign countries", composed of delegates from the Ministries of Education, Foreign Affairs, and Transport.

Its function is to assist praiseworthy initiatives by obtaining travelling facilities for parties of excursionists to the extent of 75 per cent of the railway fare and 50 per cent of the boat fare on sea and river lines, as well as facilities in the way of collective passports and visas. The Committee also makes arrangements for reasonable board and lodging, and provides visitors with guides (teachers or students) if desired, so that they may get the utmost benefit from their visits. Thanks to these advantages, numerous parties of foreigners of all nationalities have visited our country of recent years, including English, French, Italians, Americans, Dutch, Poles, Czechs,

Danes, Turks, Bulgarians, Germans, etc. The number of Roumanian parties going abroad in the last five years was very much greater.

In order to gain a close acquaintance with international political and social problems, a party of students from the Roumanian Universities was sent last year to attend the summer courses organised at Geneva by the school of International Studies, and another party will be sent this year.

Lastly, inter-school correspondence, organised under the auspices of the Junior Red Cross, has increased very satisfactorily.

* * *

The general conclusions that we venture to draw are as follows:

1. The attempt to familiarise the youth of the schools with the organisation and work of the League, and so to create an atmosphere of sympathy for its ideals, touches a spring nearly akin to the powerful and deep-rooted instinct of love of country. This instinct must not be impaired at any price, either inwardly or even outwardly. There is no need to argue here the absence of any incompatibility between patriotic sentiment and League ideals; the two can exist side by side and develop harmoniously. But for the sake of the general impression, and the possible reaction on the youth of the nation as a whole, we must be very careful to avoid the slightest move that might make it seem as though we aimed at undermining the instinct of national solidarity.

For this reason, great caution must be exercised in the study of history, and the comments and criticisms made on war, especially the late war, and in questions of the organisation of national defence; these matters are bound up either with national sentiment, powerful traditions, or imperious necessities, all of which are natural enough, and to collide with them is unnecessary, and perhaps even dangerous.

Certain exaggerations of speech which occur here and there, not assuredly in the official utterances of the League, but in those of certain organisations more or less under its ægis, should be avoided.

I make these statements as the representative of a country which owes the achievement of its national unity to the late war, and which, cut off in a dangerous corner of Europe is bound to give as much attention to the moral and material organisation of its national defence as to the ethical and spiritual training of its children.

2. The question of the reference-book from which the teacher or schoolmaster is to obtain his information cannot be solved by means of a standard text-book. A fundamental

rule of pedagogy postulates, as the first condition of imparting knowledge, that there must be a close and intimate association between the teacher, the things he teaches, and those who learn from him. This correlation alone arouses the interest of the learner.

The teaching on the League should consist, not only in an outline of the main facts about it and its great problems, many of them abstract and remote enough, but must have some bearing on things that affect the pupil's own country, so far as these things are in some way linked with the activity of the League. I think, therefore, that the proposed text-book should contain, in addition to a common basis, special adaptations for each country.

3. In countries inhabited by more than one race, international visits will be so organised as not to leave the impression, which is sometimes the result of mixing only with one section of the population in a country only once visited, that the visit is a political demonstration, which would wound the feelings of the rest of the population. Such visits would have results the exact opposite of what is intended.

* * *

The brief account of what has been attempted in the Roumanian schools in the course of a year is not, it is true, very imposing, nor does it take in all the points in the list of recommendations and suggestions in document A.26.1926. But I venture to claim that it has two merits—it is frank, and it deals with things that have really been accomplished. At any rate it is a good beginning, and a useful experiment.

KINGDOM OF THE SERBS, CROATS AND SLOVENES

REPORT BY M. BOGDAN GAVRILOVITCH.

I. Governmental Action.

The Minister of Education, to whom I forwarded the report on the work and views of the Sub-Committee of Experts, transmitted document A.26.1926 to the Board of Education for official information and concrete proposals on the recommendations and suggestions made by the Sub-Committee of Experts for familiarising the youth of the world with the work of the League of Nations and inculcating a spirit of international co-operation into the younger generation.

At a plenary meeting of the Board of Education, which I attended by courtesy of the Chairman, the Board, after considering the suggestions and recommendations set forth in document A.26.1926 gave them its approval and full support.

It was a very great pleasure and satisfaction to me to find how much moral authority and active sympathy the League enjoys in the highest intellectual circles in my country.

A resolution was passed forming a special sub-committee to consider and submit to the Board:

(1) The best means of giving instruction in the aims and achievements of the League to both sexes equally in the elementary and secondary schools and training-colleges; and

(2) A proposal for the celebration in all schools of a "League of Nations Day", to emphasise the pacific and civilising influence of the League.

I learn from the Ministry that the Minister of Education is urging the Board to formulate definite resolutions for the instruction of young people in the existence, work and aims of the League in time for this teaching to be embodied in the curricula of the elementary and secondary schools and training-colleges even before the beginning of the next school year.

If, for various reasons, the resolutions of the Board are not transmitted to the Minister of Education before the beginning of the coming school-year, the Minister has decided — and I am authorised to state this on his behalf — to send out to the

teaching staff of the elementary and secondary schools and training-colleges a circular containing skeleton courses on the organisation and work of the League. These courses will be purely provisional, and will be superseded by the resolutions of the Board and embodied in the curricula of the various schools as soon as the Board has laid its resolutions before the Minister of Education.

Thus, thanks to the recommendations of the Sub-Committee of Experts, teaching for the purpose of making known and spreading abroad the ideals of the League will shortly be given in all the elementary and secondary schools and training-colleges in my country.

As regards the Universities and the higher courses at the Military Academy, instruction in the organisation, work and aims of the League and the importance of international co-operation forms part of the course in International Law. As the creation of special League of Nations Chairs is impossible for the present, essays on the Geneva Protocol are set in our Universities for students of political and international Law. I may add that the equivalent recognition of studies and degrees is being steadily pursued by the Boards of the various Faculties. This question has been satisfactorily settled in the new Bill on the organisation of the universities.

II. *Private Action.*]

In compliance with the Sub-Committee's wishes, I shall mention a few of the private associations in my country, which have already actively helped in many respects to popularise the ideals of the League.

In the first place, the National Council of Women gave a lecture on the work and organisation of the League in order to bring home to the representatives of the women's organisations its great moral, social and political significance in the structure of the new world of to-day.

Next, the National Federation of Secondary-School Teachers has most effectually taken up the fundamental problems of the League; on learning of the very favourable attitude taken by the Ministry of Education towards the Sub-Committee's recommendations, the President of the Federation made a point, on a special occasion, of enthusiastically welcoming the intention of the Minister of Education to introduce teaching concerning the League of Nations in all State schools.

Moreover, other private associations — the National League of Nations Union, the Feminist Movement, the Priests' Union, the Junior Red Cross, and others — are making it their business to create in every possible way a current of sympathy for

international co-operation, and so, in their sphere of action, to help the League in the fulfilment of its mission.

Although all these facts are perhaps more in the nature of potential and preparatory effort than of the actual accomplishment of work in full swing, I venture in all humility to express to the members of the Sub-Committee of Experts my great personal hope that my nation — the Yugoslav nation — as yet scarcely returned within the great fold of human civilisation, but known for its strong attachment to the root ideals of humanity, will strive collectively to advance in the light that radiates from the glowing centre of the League of Nations and sheds its beams upon the world of to-morrow.

REPORT ON THE WORK OF THE "NORDEN" ASSOCIATIONS IN DENMARK, FINLAND, ICELAND, NORWAY AND SWEDEN; by the Secretary to the Norwegian Association.

[*Translation.*]

The Danish, Norwegian and Swedish Associations "Norden" were founded in the autumn of 1919, the Icelandic Association in 1922, and that in Finland in 1924. Every Association has its Board and a General Committee, as well as paid secretaries and a permanent office. Each of the five associations is autonomous with its own statutes and finance, but the co-operation between them is very close. There is every year a meeting of delegates for the representatives of the Boards, and the Secretaries also meet once or twice a year. The meetings of the delegates deal especially with the fixing of programmes for the coming year and decide what new questions should be taken up. In Sweden and in Norway especially, there are local branches of the Association. The first paragraph of the statutes of each organisation is identical. It gives the aim of the Associations: to foster mutual comprehension among the Northern countries, to develop their economic and cultural relations and to promote mutual co-operation.

In this respect the following work has been undertaken:

- (1) Lectures and conferences.
- (2) Visits by poets and writers, who have given recitals of their own works and also lectured on the literature of their own country.
- (3) Recitals by actors invited from the neighbouring countries.
- (4) Organisation of courses of study, sometimes general, sometimes on a given branch.
- (5) Organisation of study tours.

- (6) Organisation of excursions for pupils of the schools.
- (7) Congresses of students of secondary schools.
- (8) Exchanges of pupils and of University students.

These are organised partly between schools or student hostels in two countries, and partly by associations between private families.

(9) Displays of films for school classes and the loan of slides with a view to spreading mutual knowledge of life in the different Northern countries.

(10) Publishing of handbooks, etc. (for instance, the *Norden Yearbook*, a short bibliography on Northern literature, reading-matter containing literature from one country to be used in another, and, since 1925, a review called *The Northern Review* (*Nordisk Tidskrift*).

Among the publications in preparation is a collection of songs of the different countries and a handbook describing the economic organisation in the respective countries.

(11) General information work by the secretaries of the Associations.

Of primary importance are the several meetings, courses, excursions and study tours organised every year. The aim is to give pertinent information on the conditions in the country where the course or meeting is given. With this end in view, the best specialists are asked to co-operate by lectures and speeches. Museums, schools, and factories are visited by the members.

Courses of this kind have so far been arranged for University students, teachers, journalists, business-men, engineers, etc.

The work in connection with those still at school is being carried on by annual meetings for pupils arranged in turn in the different capitals. Special gatherings are organised for the students of the highest classes of secondary schools. Emphasis in these meetings is laid, not on giving information, but on providing opportunities for social intercourse. The largest meetings are those of the pupils, where the participants vary from 600 to 700. The meetings of the students of the highest classes are attended by some 100 or 150 students. For the courses of study, the number of participants is if possible fixed at under 100.

INTERNATIONAL COMMITTEE ON INTELLECTUAL CO-OPERATION

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